REPORT RESUMES

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THE USE OF ELECTRONIC COMPUTERS TO IMPROVE INDIVIDUALIZATION OF INSTRUCTION THROUGH UNIT TEACHING.

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THE PRIMARY GOAL WAS TO INVESTIGATE THE USE OF COMPUTERS TO HELP ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN THEIR PREPLANNING OF LARGE, SMALL, AND INDIVIDUAL TEACHING-LEARNING SITUATIONS WITHIN THE CONTEXT OF UNIT TEACHING. THE PROCEDURES PLACED MAJOR EMPHASIS ON THREE OPERATIONAL ACTIVITIES--(1) IDENTIFICATION OF RESOURCE UNIT TOPICS AND THE DEVELOPMENT OF RESOURCE UNITS, (2) THE CODING AND CATEGORIZATION OF RESOURCES, AND (3) PROGRAMING THE ELECTRONIC DATA PROCESSING EQUIPMENT TO PRODUCE A PRINTED RESOURCE GUIDE. USING OBJECTIVES AS A BASE EACH ITEM IN THE RESOURCE UNIT WAS REVIEWED BY AN EXPERIENCED TEACHER TO RELATE OBJECTIVES TO TOPICAL UNITS. ALSO, RECEIVED WERE THE TEACHER DEPENDABILITIES, NEEDS, INTERESTS, AND CHARACTERISTICS OF THE LEARNER GROUP. THE PRODUCT, THE RESOURCE GUIDE, PROVIDED TWO SECTIONS--(1) AN OUTLINE OF SUBJECT MATTER, LARGE AND SMALL GROUP ACTIVITIES AND MEASURING DEVICES AS THEY RELATED TO THE OBJECTIVES PREVIOUSLY CHOSEN, (2) SUGGESTIONS TO THE TEACHER FOR INDIVIDUAL ACTIVITY AND INSTRUCTION MATERIAL RELATED TO SPECIFIC LEARNING OUTCOMES. RESULTS POSITIVELY INDICATED THAT A RESOURCE UNIT CAN BE PROGRAMED FOR AN ELECTRONIC COMPUTER AND THAT SPECIFIC SUGGESTIONS FOR OBJECTIVES AND THE INDIVIDUAL VARIABLES CAN BE RETRIEVED. (HB)

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THE USE OF ELECTRONIC COMPUTERS TO IMPROVE INDIVIDUALIZATION OF INSTRUCTION THROUGH UNIT TEACHING

Cooperative Research Project No. D-112

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THE USE OF ELECTRONIC COMPUTERS TO IMPROVE INDIVIDUALIZATION OF INSTRUCTION THROUGH UNIT TEACHING

THE PROBLEM

The teacher in the elementary and secondary school today is confronted by dual expectancies. On the one hand, he is expected to organize and present subject matter with imagination and authority; on the other, he is urged to individualize instruction in such a way as to assure the best development of pupils' special talents. Too often, neither of these expectancies is achieved.

In an effort to assist the teacher in his performance of both these roles, an original proposal was made to demonstrate the effectiveness of applying electronic processing equipment in such a way as to relate pre-planning of subject matter, materials, and means of presentation to the needs and receptive abilities of individual pupils, small groups, and large groups within the context of the unit approach.

The Unit Approach. Although the unit approach has always been highly respected as a curricular vehicle which encouraged the professional teacher to make such decisions about teaching-learning situations, lack of teacher pre-planning time to make intelligent decisions has helped to make this approach ineffective and unpopular. A distinct possibility now exists that data processing equipment can be employed by teachers to overcome the time-consuming disadvantages of the unit approach.

Unit teaching has been consistently studied by teachers and students of professional education. The authors who have written about this subject from the early 1930's to the present are many and well known. Wynne, Morrison, Gwynn, Lavone Hanna, Leonard, Alberty, Miel, Quillan, Giles, Krug, Hopkins, Burton, Noar[1] have shown a vital concern for unit teaching in their text writing.

Today hundreds of experienced teachers use nothing but the unit approach. The author knows of no pertinent statement which refutes the unit approach concept, degrades its usage, or speaks ill of its potential for efficient learning. Nevertheless, all who believe in and practice the unit approach have spent many fascinating but fruitless hours seeking answers to why this approach has not been universally adopted. The answers certainly are not simple, but one can hazard several guesses. First, the unit approach advocates and depends on teacher decision-making which requires high level capabilities. For example, teacher decisions have to be made in regard to the choice of subject matter for the unit and the relationship of this subject matter to (1) the major social functions, (2) the immediate needs and characteristics of the pupils in the classroom, and (3) the unit objectives - (provided these screens are used as a basis for selection in regard to the total sequence of the schools' offerings). Further decisions have to be made regarding the organization of subject matter, curricular approaches, developmental activities, culminating activities, instructional materials, classroom techniques, and evaluating (measuring) devices.

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[1] John P. Wynne, The Teacher and the Curriculum, (New York: Prentice Hall, Inc., 1937). Henry C. Morrison, The Practice of Teaching in the Secondary School, (Rev. Ed.; Chicago: University of Chicago Press, 1931). J. Minor Gwynn, Curriculum Principles and Social Trends, (3rd Ed.; New York: The Macmillan Co., 1960). Lavone A. Hanna, et. al., Unit Teaching in the Elementary School, (Rev. Ed.; New York: Holt, Rinehart, & Co., 1960). J. Paul Leonard, Developing the Secondary School Curriculum, (Rev. Ed.; New York: Holt, Rinehart and Winston, Inc.1960). Harold B. Alberty and Elsie Alberty, Reorganizing the High School Curriculum, (2nd Ed.; New York: The Macmillan Co., 1962). Alice Miel, Changing the Curricula: A Social Process, (New York: Appleton-Century Co., 1946). James I. Quillan, Using a Resource Unit, (Problems of American Life Series; Washington: National Association of Secondary School Principals, National Education Association, 1942). Harry J. Giles, et. al., "Adventure in American Education," Exploring the Curriculum, (New York: Harper Bros. Inc., 1942), Part II. Edward A. Krug, Curriculum Planning, (2nd Ed. New York: Harper and Row, Inc., 1957). L. Thomas Hopkins, Interaction, the Democratic Process, (Boston: D. C. Heath and Co., 1941). William H. Burton, Guidance of Learning Activities, (3rd Ed., New York: Appleton-Century, Crofts, 1962). Gertrude Noar, Teaching and Learning the Democratic Way, (Englewood, New Jersey: Prentice Hall, Inc., 1963).

Second, the teacher requires a reservoir of ideas at his disposal in order to make decisions. The lack of this reservoir prevents the adoption of the unit approach. Obviously, if the teacher is forced to accept a specific outline of subject matter, a specific textbook, a specific classroom methodology, or measuring device, no decision-making has to be done. However, when a local school administrative staff encourages decision-making, and when a teacher is professional enough to know the screens of selection, a reservoir or a collection of objectives, activities, materials of instruction, and measuring devices about a series of topics has to be made available for the teacher. This need, of course, led to the development of the source unit concept in 1938 and the writings and studies done on resource units by Biddick, Hanna, Quillan, Krug, Harnack and Klohr.[2]

Third, although the resource unit offers to teachers a vague planning guide for intelligent direction of classroom activities, teachers find it necessary to explore and canvass the narrow "live" possibilities of these instructional reservoirs beforehand. When a teacher moves from a limited base for selecting, organizing, and developing learning activities for the classroom to a much broader base which permits many kinds and degrees of development, pre-planning time is realistically necessary in order for the teacher to gain some confidence and security before he steps before the pupils in the classroom.

During the years many a professional, experienced teacher trying desparately to use unit teaching found that he knew enough professional education to employ with some sense of precision the broader screens of selection; and he found, by working with others, that he could identify and gather some of the ideas and materials necessary for classroom teaching-learning experiences; but he could not find the professional pre-planning time to do the whole task of unit teaching intelligently.

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[2] Mildred Biddick, Preparation and Use of Resource Units, (New York: The Progressive Education Association, 1940). Lavone A. Hanna, "Source Units," Stanford Social Education Investigation Bulletin No. 1 (mimeographed), September, 1939. Quillan, op. cit. Robert S. Harnack, The Role of the Resource Unit in Curriculum Planning, (Unpublished Doctoral Dissertation: Madison, Wisconsin: University of Wisconsin, 1951). Paul R. Klohr, The Resource Unit in Curriculum Reorganization, (Unpublished Doctoral Dissertation; Columbus, Ohio: The Ohio State University, 1948).

Can something be done to overcome the time-consuming disadvantage of the unit approach?

Defining Teacher's Functions and Computer's Functions. It was felt that electronic equipment could be used to overcome the drudgery inherent in certain functions a teacher performs as he organizes a teaching-learning situation. If this was true, then one of the most difficult tasks which a teacher faces--finding the time for pre-planning the actual teaching-learning situations in the classroom--could be alleviated. In other words, the basic purpose for experimenting with electronic data processing equipment was to help teachers overcome this lack of time for pre-planning.

Prior to the development of plans and procedures, particular attention was given to separating the pre-planning functions of the teacher from the retrieval functions of the computer.

The teacher's functions were four in number.

1) To identify the subject of the teaching unit. To identify the basic unifying theme which would serve as the center of interest in the classroom during a specific period of time.

2) To define the students' abilities, needs, characteristics, and interests, as these items relate to the selections to be made within the total unit.

3) To suggest possible learning outcomes in the form of behavioral skills, understandings, information, and peripheral objectives which may reasonably be expected to result from the teaching-learning situations developed throughout the unit.

4) To make, if deemed necessary, certain professional decisions related to those tasks or areas which the teacher deems important for the objectives and the students in the classroom.

On the other hand, the electronic computer had to satisfy the following functions.

1) To provide the teacher with a subject matter outline or problem census related to the learning outcomes identified by the teacher.

2) To suggest a significant (related to the learning outcomes and characteristics of the pupils) number of large group introductory and developmental activities.

3) To suggest a significant number of introductory and developmental small group activities.

4) To suggest a significant number of individual learning activities which might prove to be helpful.

5) To suggest suitable instructional materials, including reference materials, for individual students.

6) To suggest appropriate equipment, audio-visual materials, and the like, for large group and small group instruction.

7) To suggest suitable references and other materials for the use of the teacher.

8) To suggest how achievement of these proposed outcomes may be evaluated.

9) To suggest "leads" to other related units (continuous activities) which might grow out of the proposed unit.

Once the specific functions of teachers were separated from the functions of the electronic data processing equipment, the basic task of defining and organizing the data for the computer became clearer. The sets of variables which needed top consideration would obviously be related to the teacher's pre-planning functions. On the other hand, it was clear that in order for the equipment to carry out its functions it would have to contain a coded reservoir of items in regard to learning outcomes, subject matter, instructional activities, instructional materials, measuring devices, references for the teachers, and suggestions for further units of instruction: in short a resource unit.

OBJECTIVES

Basically, this program proposed to help elementary and secondary school teachers in their pre-planning of large, small, and individual teaching-learning situations within the context of unit teaching. To overcome the persistent drudgery connected with the unit approach to teaching was the other obvious purpose. In order to accomplish the above, five specific objectives served as a guide to activities. They were:

1) To gather from all sources the component parts of six resource units: three on the elementary school level, 3rd grade, three on the 11th grade level, social studies.

2) To identify the specific variables, or categories, whereby all items in a resource unit could be coded for purposes of eventual retrieval by a data processing machine.

3) To code all items in the resource units.

4) To program the electronic data processing machinery in such a way as to relate pre-planning of subject matter, materials, and means of presentation to the specific objectives of a classroom teacher.

5) To program the electronic data processing machinery in such a way as to relate pre-planning of materials and means of presentation to the needs and receptive abilities of individual pupils.

Directly tied to the objectives stated above were ancillary purposes which were concomitants of this developmental program. They were: (1) to improve the selection of variables related to coding and programming, (2) to assess the coding and programming in order to make the entire process more efficient, and (3) to gain information from teachers regarding the use of this innovation.

RELATED RESEARCH

Basically, this project has no research foundation to describe. This opens a new area. This project, beyond providing specific help to teachers, may lay further groundwork for research foundations in the areas of unit teaching, teacher pre-planning, and individualization of instruction.

In 1963, Bushnell did make a general reference to some of the practical problems that need to be solved if computers are to be used in instructional programs. He wrote, in the last two paragraphs of a monograph, that:

> As we have seen in this chapter, progress must be made not only in data-processing technology, but in our knowledge of educational requirements. Automation requires a clear, operational statement of objectives to be accomplished by the system being automated. The desired student behaviors must be more precisely defined, and research must be directed toward discovering optimal combinations of instructional techniques to produce these behaviors. We must learn much more about the kinds of information needed by students, teachers, counselors, and administrators. More standardized methods must be developed for coding and recording this information, so that high-speed processing techniques can be used efficiently.
>
> A multitude of such practical problems must be solved if computers are to have widespread utility in education. If these problems can be solved, and if the full potentials of high-speed data processing can be realized throughout the educational system, we may expect some of the greatest changes seen in education for hundreds of teachers.[3]

Flanagan, concerned with the planning of individual goals for students, indicated how computers could be used to meet both the needs of the individual student and the teacher in pre-planning. He pointed out that:

> The individual student must be the unit in all evaluations of the educational program. The focus of all of the school's efforts must be directed to meeting his needs. In addition to having an efficient repertory of learning materials and procedures making full use of the state of the art in educational technology and providing for almost an infinite amount of flexibility in adapting to the needs of individual

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[3] Donald D. Bushnell, The Role of the Computer in Future Instructional Systems, (AV Communication Review, Vol. XI, No. 2, TDP Monograph No. 2, Department of Audio-Visual Instruction, National Education Association, Supplement 7, March-April, 1963).

> students, a school must have at least one more resource to be effective. This is a set of procedures with which teachers and counselors can assist each boy and girl in planning his educational and occupational career and developing an appropriate personal self-concept. These plans must include both long-range and short-range goals.....
>
> If the teacher has a variety of instructional materials available for the student's use, it is important that the set selected be those most efficient for a person with his particular characteristics. It is a very complicated and difficult task for the teacher to collect, store, and apply a large amount of information of this type. Only the best teachers do this effecitively. It is proposed that in many school systems this information about students can be collected and stored in the memory of a computer. The teachers would store in the computer findings regarding the suitability of various instructional materials for students with specific knowledge, aptitudes, and personal characteristics.[4]

What follows is a description of a project which uses electronic computers to apply such machinery to the total perspective of pre-planning teaching-learning situations.

PROCEDURES

The project staff placed major emphasis on three operational activities. First, the staff devoted considerable time to the identification of resource unit topics and the development of six resource units. Second, special concern was given to the coding of all items in each resource unit. This meant concentrating on the general categories for coding as well as the individual items within the categories in order that retrieval could be made later in terms of the screens of selection relative to unit teaching. Third, the staff was obviously concerned with programming the electronic data processing equipment so that a readable, intelligible print-out (hereafter referred to as a resource guide) could be completed in short order and presented to a teacher.

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[4] John C. Flanagan, Quality and Equality in Education, Education in the Social System: External and Internal Influences Affecting the School, (Mimeographed: American Institutes for Research, October 28, 1964).

Identifying and Building Resource Units. The Center for Curriculum Planning has been in operation at the State University of New York at Buffalo since 1954. Its main function is to help pre-service and in-service teachers in the Western New York area plan better teaching-learning situations. There are four staff members available for consultation, a library of existing materials, and an extensive audio-visual department (including three television studios). These facilities have made possible an excellent laboratory situation for demonstrating new concepts and adapting others.

Immediately upon the acquisition of electronic computing machinery by the University in 1961, steps were taken by the Center for Curriculum Planning to explore the potential of coding a resource unit for teacher use, thus relieving individual teachers of this time-consuming task. (A resource unit may be defined as a volume, collection, or reservoir of objectives, subject matter content outlines, introductory approaches, developmental and continuing activities, types of instructional materials, and measuring devices about a specific unifying topic.)

Various factors had to be considered in the selection of unit topics for this project. For example, on the secondary school level, although many subject matter areas used the unit approach, the social studies teachers have had the most experience with this procedure. Since we also wanted to identify an area which is fairly common to all school systems in the United States and at the same time allow for the upper ranges of maturity among learners, the 11th grade, social studies, was selected. There are many possible centers of interest, or unit topics, that could have been selected for the 11th grade, social studies, area. However, because we had one academic year in which to operate in the sense of providing teachers resource guides from the computer, it was necessary to identify unit topics which would generally be used at the beginning of the academic year, the middle, and the end. Therefore, the units chosen were, in the order stated, U. S. Constitution, Manifest Destiny (Westward Movement), and World War II.

Similarly, choosing resource unit topics for the elementary school was difficult. Again, certain factors had to be taken into consideration. From experience, we knew that most unit teaching in the elementary school was done in the primary division. In like manner, most of the units taught had a social studies topic for a center of interest. Therefore, in order to allow for a range of individual differences, but still staying within the realm of the primary division, unit topics selected were chosen for the 3rd grade. These topics were: Transportation, Communication, and Foods. Also, these units, similar to those chosen for the 11th grade, social studies, were typically used by 3rd grade teachers in the order listed.

The next step was to gather the component parts of resource units and teaching units pertaining to the six topics listed above. This was not too difficult since the Center for Curriculum Planning already had a good collection of curriculum bulletins as well as related resource material which could be used to compile these resource units.

Coding Items in Resource Units. Once the resource unit topics were chosen and the resource units completed, the specific items in each resource unit were coded in terms of the functions of the classroom teacher which were stated earlier. Obviously, no consideration was given to the first function of a teacher: to identify the subject of the teaching unit. (This need not be considered at this time since any long-range thinking would encompass plans for developing computer resource units on all possible unifying themes.) Therefore, attention was given to developing sets of variables related to the learner's characteristics, the learning outcomes of a specific resource unit, and the professional decisions which teachers have to make. What follows is a brief description of the sets of variables used as screening devices in the electronic data processing equipment.

Learning Outcomes - A Basis for Processing Data

In regard to those variables dealing with learning outcomes, it seemed obvious that before the electronic equipment could make suggestions the teacher would have to have access to the learning outcomes of the resource unit in order to identify those specific objectives which he would like to have accomplished in a series of teaching-learning situations. To that end, plans and procedures were made to make available to classroom teachers complete lists of learning objectives or outcomes for each unit.

With the objectives as a base, each and every item in the resource unit was reviewed carefully by an experienced teacher in order to identify which objective or objectives were directly related to each item in the resource unit. For example, a specific objective concerned with a major understanding would be related to (1) certain items of subject matter, (2) certain introductory, developmental, and continuing activities, (3) certain reference materials or instructional materials, (4) certain classroom techniques, and (5) certain measuring devices.

With the completion of this stage of development it was now possible to visualize how the electronic data processing equipment could be used. Once the teacher had indicated the specific unit of instruction as well as the specific learning outcomes desired for a group of pupils, the unit chosen would then be processed in terms of the objectives or learning outcomes identified by the teacher. After the equipment had completed its task, specific suggestions of subject matter, learning activities, instructional materials, and measuring devices related to the specific objectives chosen by the teacher would be printed.

Learner's Characteristics - A Basis for Processing Data

Another function of the teacher was to define the abilities, needs, interests, and characteristics of the group of learners. In order to do this, the following variables were identified to provide a categorical list for securing the base data necessary for the electronic equipment.

- IQ -- 75-89
- IQ -- 90-109
- IQ -- 110-130
- IQ -- above 130

- Reading Level -- Secondary
  - Below 7th
  - 7th
  - 8th
  - 9th
  - 10th
  - 11th
  - 12th
  - Above 12th

- Sex
  - Male
  - Female

- Grade Level -- Elementary
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th

- Social Class
  - Lower Lower
  - Upper Lower
  - Lower Middle
  - Upper Middle
  - Lower Upper
  - Upper Upper

- Reading Level -- Elementary
  - 1st
  - 2nd
  - 3rd
  - 4th
  - 5th
  - 6th
  - Above 6th

- Interests -- Secondary
  - Social Science
  - Physical Science
  - Natural Science
  - Humanities
  - Fiction
  - Biography
  - Autobiography
  - Poetry
  - Music
  - Math
  - Industrial Arts
  - Art
  - Creative Writing
  - Adventure
  - Non-Fiction

- Vital Statistics
  - Only Child
  - Twin
  - Oldest
  - Youngest
  - Parents Separated
  - Father Dead
  - Mother Dead
  - Adopted
  - Guardian

- Handicapped Behavior
  - Physical Handicapped
  - Aggressive Behavior
  - Withdrawn Behavior
  - IQ under 75

- Developmental Tasks -- Secondary
  - Physical and Male/Female Role
  - New Relations
  - Emotional Independence
  - Economic Independence
  - Occupations
  - Skills and Concepts
  - Social Behavior
  - Family Living
  - Values

- Interests -- Elementary
  - Everyday Experiences
  - Early Days
  - Modern Wonders
  - Other Places
  - Animals
  - Famous People
  - Old Tales
  - Natural Phenomena
  - Fun
  - Numbers
  - Music
  - Making Things
  - Adventure
  - Non-Fiction

- Developmental Tasks -- Elementary
  - Physical Skills
  - Self Attitude
  - Peer Relations
  - Male/Female Social Roles
  - Fundamental Skills
  - Concepts Everyday Living
  - Values
  - Personal Independence
  - Attitude toward Social Institutions

Each of these items served as a base for coding, in return, every item in the resource unit. Now, again, it was possible to project how the computer could be used. This data about each child would be processed into the electronic equipment and would serve as a basis for the equipment to carry out its further function of identifying items in a resource unit related to these categories.

Professional Knowledge - A Basis for Processing Data

A third set of variables were developed which would enable the electronic equipment to do specific tasks for the teachers. These variables, related to professional knowledge about teaching, are listed below:

- Group Activity
  - Large
  - Small
  - Individual

- Suggest Approach
  - Introductory Activities
  - Developmental Activities
  - Culminating Activities
  - Extra-Curricular Activities

Major Social Functions
- Governing
- Communicating
- Transporting
- Producing
- Consuming and Consuming
- Heritage
- Cooperating
- Leisure Time
- Earning a Living
- Education
- Values

Objectives
- Information
- Understanding
- Behavior
- Attitude
- Appreciation
- Critical Thinking

Evaluation Devices
- Standard Tests
- Paper Pencil Essay
- Paper Pencil Objectives
- Rating Scale
- Checklist
- Log Diary
- Tapes and Records
- Films
- Observations

Instructional Activity
- Problem Solving
- Lecture
- Collecting Data
- Drill Practice
- Oral
- Listening
- Writing
- Observation
- Reading
- Teacher-Led Discussions
- Small Group Discussions
- Lab Work
- Recitation
- Programmed Materials
- Art

Materials
- Books
- Printed Materials
- Films
- Filmstrips
- Resource People
- Resource Places
- Charts
- Maps
- Blackboard Design
- Bulletin Board Design
- Opaque Projector Material
- Overhead Projector Material
- Sponsored Materials
- Programmed Materials
- Tapes
- Records
- Slides
- Art Materials
- Realia

Certain learning outcomes, for example, were coded as information objectives only. Should a teacher request only learning outcomes dealing with information, it would be possible with these variables to supply this teacher only those information objectives related to a specific unit of instruction. In like manner, should a teacher be interested in stressing problem-solving objectives in a specific unit, these variables would allow only these objectives to come from the equipment. Again, in like manner, should a teacher want a list of small group activities related to a specific unit, this information would be fourthcoming from the equipment.

(Perhaps it should be noted that the teacher decisions in this area could or could not be pertinent to the programmed resource guide which is explained below. In other words, should a specific teacher, for example, decide to emphasize non-printed instructional materials for a specific group of students, this decision could be programmed into the computer and influence the final printed resource guide. However, it is obviously possible with this set of variables for the individual teacher to make a series of decisions which might not be related to a resource guide.)

Examples of Actual Coding Sheets. Illustrations 1 and 2, which follow, are reproductions of the two coding forms used to code all items in the resource units. Illustration 1 is the form used to code all items in a resource unit in terms of the specific objectives of the resource unit. In this case, illustration 1 lists on the top of the page an instructional material item specifying a book in the resource unit. This vital information is typed at the top of the coding sheet and the numbers circled underneath correspond to those objectives related to the item.

Illustration 2 is an example of the exact same item as in illustration 1. However, this instructional material item has now been coded in terms of learner's variables and professional decisions which might be made by teachers.

Such detailed coding is an important step in the total process since we now have the first indication of what the computer will actually retrieve and print out in terms of variables selected by teachers. In other words, should the teacher select an objective related to this instructional material item listed in the illustration and should the teacher identify children's variables and/or professional decisions related to it, this item would be retrieved and printed by the electronic computer. This item, then, along with thousands of other items in the resource unit would be part of the total resource guide.

While processing this operation, feelings of misgivings developed regarding the coding of items in resource units related to objectives, learners' variables, and professional teachers' decisions. The misgivings related to improper or incorrect coding of items. However, what was originally a cause for anxiety can be dismissed because teacher reaction to a miscoded item seems to be immediate; and, in like manner, the correction of the miscoded item can be made almost immediately by re-keypunching the proper or correct coding. In like manner, there have been feelings of misgivings in regard to the retention of out-of-date items and the addition of new items to keep the total resource unit from becoming static. In like manner, this has been corrected. The old items from the completed card file can easily be destroyed, and the new items can be added at any time. Actually, during the operation, this was done many times.

Illustration 1

Book 63 - Churchill, W. Closing the Ring Vol. V Second
World War Houghton Mifflin 1948-1953

OBJECTIVES

1	[✓ 2]	3	[✓ 4]	5	6	7	8	9	10
11	[✓ 12]	13	14	15	[✓ 16]	17	[✓ 18]	19	20
21	22	23	24	25	26	27	28	29	30
31	[✓ 32]	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

Illustration 2

Book 63 - Churchill, W. Closing the Ring Vol. V. Second
World War Houghton Mifflin 1948-1953.

Variables

IQ	75-89 00	90-109 01	110-130 [✓ 02]	above 130 [✓ 03]			
Social Class	LL 05	UL 06	LM [✓ 07]	UM [✓ 08]	LU [✓ 09]	UU [✓ 10]	
Reading Lvl (Sec)	(below 7th) 12	7th 13	8th 14	9th 15	10th 16	11th [✓ 17]	
	12th 18	Above 12th 19					
Reading Lvl (Elem)	1st 20	2nd 21	3rd 22	4th 23	5th 24	6th 25	above 6th 26
Sex	Male [✓ 27]	Female [✓ 28]					
Grade Lvl (Sec)	7th 30	8th 31	9th 32	10th 33	11th [✓ 34]	12th 35	
Grade Lvl (Elem)	1st 37	2nd 38	3rd 39	4th 40	5th 41	6th 42	
Dev Tsks (Sec)	Phys and M/F Role 44	New Rels 45	Emo Ind 46	Ec Ind 47			
	Ocptn 48	Skls and Conpt 49	SocBhvr 50				
	FamLiv 51	Values 52					
Dev Tsks (Elem)	PhysSkls 54	SelfAtt 55	PeerRels 56	M/FSocRol 57			
	FundSkls 58	ConptsEvdyLiv 59	Values 60				
	PersInd 61	AttSocInst 62					
Major Social Functions	Govn [✓ 63]	Comm 64	Transp 65	Prod 66	Con and Con 67		
	Heritage [✓ 68]	Coop 69	LeisrTm 70	EarnLiv 71			
	Educ [✓ 72]	SpirMor 73					
Group Activity	Large 75	Small 76	Individual [✓ 77]				

Instr Act
ProbSolv 79 · Lect 80 · ColData 81 · DrlPrac 82 · Oral [✓ 83]
Listen 84 · Writing [✓ 85] · Read [✓ 86] · TchrLedDis 87 · SmGrDis 88
Lab 89 · Recit 90 · ProgMat 91

Objectives
Info [✓ 93] · Undrst [✓ 94] · Bhvr 95 · Att 96 · Appr [✓ 97] · CritThnk 98

Suggested Approach
DevelAct [✓ 100] · CulmntgAct [✓ 101] · ExCurrAct [✓ 102] · IntroAct 174

Materials
Books [✓ 103] · PrntMat 104 · Films 105 · FilStrps 106 · ResPple 107
ResPla 108 · Charts 109 · Maps 110 · BlkbdDesn 111 · BulBdDesn 112
OpaProjMat 113 · OvrhdProjMat 114 · SponsdMat 115 · ProgMat 116 · Tapes 117
Records 118 · Slides 119 · ArtMat 120

Evaluation Devices
StanT 121 · PaPenEss 122 · PaPenObj 123 · RatingSc 124 · ChkList 125
LogDiary 126 · Tapes and Rec 127 · Films 128 · Obs 129

Interests (Sec)
SocSci 130 · PhysSci 131 · NatSci 132 · Humnts 133 · Fic 134 · Biog 135
AutoBiog [✓ 136] · Poetry 137 · Music 138 · Mat 139 · IA 140 · Art 141
CreaWrit 142 · Adven [✓ 143] · NonFic [✓ 144]

Interests (Elem)
EvrDyEx 146 · EarlyDys 147 · ModWon 148 · OtherPl 149 · Anim 150
Famous Ppl 151 · OldTls 152 · NatPhen 153 · Fun 154 · Numbrs 155 · Music 156
MkingThgs 157 · Adven 158 · Non-Fic 159

Vital Stat
Only 161 · Twin 162 · Oldest 163 · Youngest 164 · ParSep 165 · FDd 166
MDd 167 · Adopted 168 · Guard 169

Handcp-Bhvr
PhysHdcp 170 · AggrBhvr 171 · WithdrBhvr 172 · IQunder 75 173

Programming a Resource Guide for the Teacher. Once the teacher has chosen the unit topic, has indicated the specific learning outcomes and professional decisions he wishes to develop in this unit, and has provided information about the specific pupils in his classroom, what can he expect to get from the data processing equipment? He will get two sets of suggestions which have been typed by the electronic equipment. This we have named a resource guide. The first set of suggestions will be related to the specific objectives the teacher identified, and the second set will be related to the individual pupils in his classroom.

Stated in other terms, the resource guide will provide for the teacher, after the electronic data processing equipment has done its work, two printed sections: the first section will outline subject matter, large and small group activities, and measuring devices as these items relate to those objectives which the teacher has chosen. The second part of the resource guide will provide the teacher with suggestions for individual activity and instructional material (for each individual pupil) related to those specific learning outcomes originally chosen by the teacher.

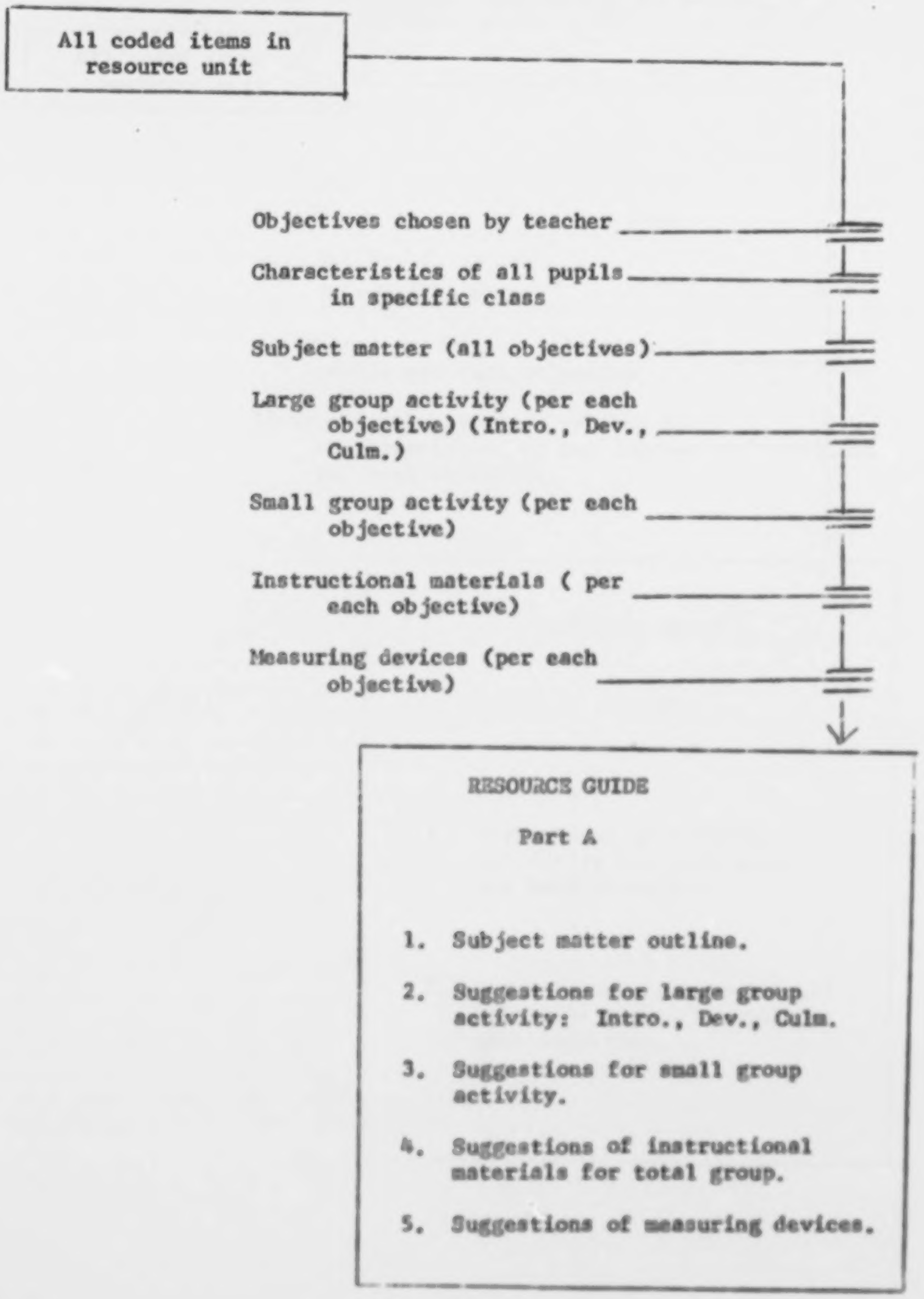
Diagram A represents, schematically, how one set of suggestions in the resource guide will be processed for the teacher after the unit topic has been chosen and those pupil variables and learning outcome variables have been decided on. All of the data in the machine will first be screened by those variables concerned with all pupils and all chosen objectives. Myriad but pertinent items will be suggested in the following classifications: subject matter, instructional materials, introductory activities, developmental activities. At this stage, each individual learning outcome chosen by the teacher will be run through the equipment separately and only those subject matter, instructional materials, large group, small group, and measuring device items related to one learning outcome will be processed and typed. This procedure will then be repeated for each one of the learning outcomes specified by the teacher. This list of suggested possibilities turned out by the equipment will relate, in the main, to total class activity or small group activity.

Diagram B indicates the second function of the data processing equipment which will provide suggestions of individual activities as well as individual instructional materials for each pupil as both of these items are related to each of the specific learning outcomes originally identified by the teacher.

Again, the basic purpose of this entire activity: to save the teacher pre-planning time by providing pertinent suggestions in regard to a specific unit of instruction as that unit of instruction relates to specific learning outcomes which the

Diagram A

Screening Process for Identifying Unit Suggestions for Large and Small Group Operation: Part A of Resource Guide


All coded items in resource unit
Objectives chosen by teacher
Characteristics of all pupils in specific class
Subject matter (all objectives)
Large group activity (per each objective) (Intro., Dev., Culm.)
Small group activity (per each objective)
Instructional materials (per each objective)
Measuring devices (per each objective)

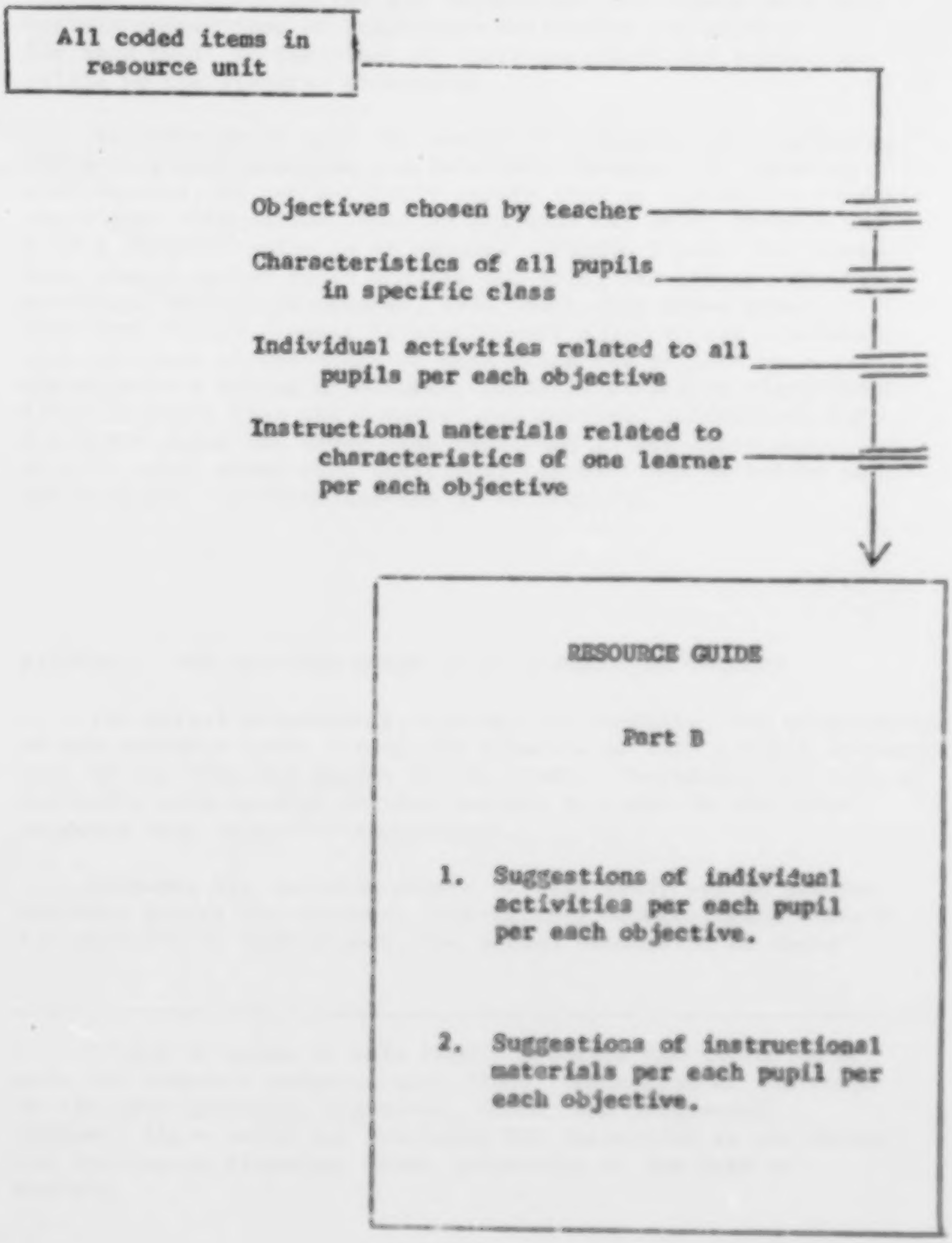
RESOURCE GUIDE

Part A

1. Subject matter outline.
2. Suggestions for large group activity: Intro., Dev., Culm.
3. Suggestions for small group activity.
4. Suggestions of instructional materials for total group.
5. Suggestions of measuring devices.

Diagram B

Screening Process for Identifying Unit Suggestions for an Individual Learner: Part B of Resource Guide


All coded items in resource unit
Objectives chosen by teacher
Characteristics of all pupils in specific class
Individual activities related to all pupils per each objective
Instructional materials related to characteristics of one learner per each objective
RESOURCE GUIDE
Part B
1. Suggestions of individual activities per each pupil per each objective.
2. Suggestions of instructional materials per each pupil per each objective.

teacher has chosen and as that unit of instruction relates to the specific abilities, interests, characteristics, and needs of the pupils in the classroom. This, in turn, will provide for the teacher a resource guide made up of two parts: the first part will contain large and small group activities related to subject matter and objectives; the second part will contain suggestions of individual activities and materials for each pupil in the class as these materials and activities relate to the specific objectives.

In order to do this the number of revisions in programming and coding were numerous and detailed. However, in terms of time factors, we can generally report that an electronic computer can digest information about 30 students and print Parts A and B of a resource guide in 45 minutes. Within a year this time-span should be cut to 15 minutes per unit, per class. The first print-out during mid-October, 1964, took over three hours. This time factor element is significant since we are concerned with millions of man-hours of work which can be done by a computer in a matter of minutes. This is basically significant since it means that the computer can retrieve information for a teacher which has never been retrieved in any other way. Finally, this means that individual teachers can be helped to pre-plan for individualization of instruction.

FINDINGS: THE RESOURCE GUIDE AS AN OPERATIONAL PRODUCT

The actual development, coding, key-punching, and programming of six resource units during the duration of this project consumed most of the time and energy of the staff. Therefore, the bulk of available data related to this project is found in the coded resource unit "dumps" * themselves.

However, the exciting aspect of this study was to produce resource guides for teachers in elementary and secondary schools. For purposes of this report, the actual production of these

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* Lack of space in this report prevents the inclusion of even one complete resource unit "dump" indicative of the scope of the data gathered, organized, coded, and programmed. However, these units are available for inspection at the Center for Curriculum Planning, State University of New York at Buffalo.

resource guides will be described in this section, and very short illustrations related to two actual resource guides will be reproduced for the reader since no description can serve. Four elements related to the use of this process will be shown.

1. The teacher's selection of objectives sheet.
2. The identification of learner's variables sheet.
3. Selected sections of Part A from two resource guides.
4. Selected sections of Part B from two resource guides.

Producing Parts A and B of Resource Guide from Resource Unit U. S. Constitution. The actual print-out of a resource guide, once the resource unit has been coded and programmed, begins with a decision by a teacher to teach a specific topic--in this example, the U. S. Constitution. Following such a decision, a complete set of objectives for a resource unit** is sent to the teacher with a request that the teacher choose those objectives which he wishes to teach and notify the Center for Curriculum Planning of his choices.

Illustration 3 is an actual example of such a selection made by three teachers in a team-teaching situation.

At the same time that a teacher makes these decisions (which, incidently, could also be made cooperatively by both the teacher and the pupils by using the process of pupil-teacher planning), he (or the school personnel) is asked to complete a learner variable sheet for each pupil. Illustrations 4 and 5 are actual examples of learner's variable sheets related to pupils in the same team-teaching situation.

** See Appendix A

Illustration 3

Teacher's Name Miss Joan E. Blake
Mr. Robert C. Sauter
Mr. J. Daniel McManus
School Maryvale Senior High School

C.C.P.
Educ.
SUNYAB

RESOURCE GUIDE

Selection of Objectives

To The Teacher:

Circle only those numbers which correspond to objectives you have chosen from the total list.

(Resource Unit: U. S. Constitution)

OBJECTIVES

1	2	3	4	[✓ 5]	6	[✓ 7]	8	[✓ 9]	[✓ 10]
[✓ 11]	[✓ 12]	13	14	15	16	17	18	19	20
21	22	23	24	[✓ 25]	26	27	28	29	30
[✓ 31]	[✓ 32]	33	34	35	36	37	38	39	40
[✓ 41]	42	43	44	45	46	47	[✓ 48]	49	50
51	52	53	54	55	56	57	58	59	60
[✓ 61]	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

RETURN TO:

Center for Curriculum Planning
School of Education - 220 A Foster Hall
State University of New York at Buffalo
3435 Main Street
Buffalo, New York 14214

Illustration 4

C.C.P.
Educ.
SUNYAB

LEARNER
RESOURCE GUIDE - INFORMATION SHEET

School Maryvale Senior High School

Teacher Miss Blake

Student Number

Student Name John Doe

Instructions: Circle the code numbers of those variables which apply to the individual student listed above.

I.Q.

00	(75-89)
01	(90-109)
[✓ 02]	(110-130)
03	(above 130)

Social Class

05	(Lower-Lower)
06	(Upper-Lower)
[✓ 07]	(Lower-Middle)
08	(Upper-Middle)
09	(Lower-Upper)
10	(Upper-Upper)

Reading Level (Secondary School)

12	(below 7th grade)
13	(7th grade)
14	(8th grade)
15	(9th grade)
16	(10th grade)
[✓ 17]	(11th grade)
18	(12th grade)
19	(above 12th grade)

Reading Level (Elementary School)

20	(first grade)
21	(second grade)
22	(third grade)
23	(fourth grade)
24	(fifth grade)
25	(sixth grade)
26	(above sixth)

Sex

[✓ 27]	(male)
28	(female)

Grade Level (Secondary School)

30	(7th)
31	(8th)
32	(9th)
33	(10th)
[✓ 34]	(11th)
35	(12th)

Grade Level (Elementary School)

37	(first)
38	(second)
39	(third)
40	(fourth)
41	(fifth)
42	(sixth)

Interests (Secondary School)

[✓ 130]	Social Sciences
131	Physical Science
132	Natural Science
133	Humanities
134	Fiction
135	Biography
136	Autobiography
137	Poetry
138	Music
139	Math
140	Industrial Arts
141	Art
[✓ 142]	Creative Writing
143	Adventure
[✓ 144]	Non-fiction

Interests (Elementary School)

146	Everyday experiences
147	Early days
148	Modern wonders
149	Other places
150	Animals
151	Famous People
152	Old tales
153	Natural phenomenon
154	Fun and humor
155	Numbers
156	Music and rhythm
157	Making things
158	Adventure
159	Non-fiction

Vital Statistics

161 Only child
162 Twin
163 Oldest child
164 Youngest child
165 Parents separated
166 Father deceased
167 Mother deceased
168 Adopted child
169 Cared for by guardian

Handicap-Behavior

170 Physical handicap
171 Aggressive behavior
172 Withdrawn behavior
173 I.Q. under 75

Developmental Tasks (Secondary School)

44 Accepting one's physique and achieving a masculine or feminine social role
45 Achieving new and more mature relations with age-mates of both sexes
46 Achieving emotional independence of parents and other adults
47 Achieving assurance of economic independence
48 Selecting and preparing for an occupation
49 Developing intellectual skills and concepts necessary for civic competence
50 Desiring and achieving socially responsible behavior
51 Preparing for marriage and family life
52 Acquiring a set of values and an ethical system as a guide to behavior

Developmental Tasks (Elementary School)

54 Learning physical skills necessary for ordinary games
55 Building wholesome attitudes toward oneself as a growing organism
56 Learning to get along with age-mates
57 Learning an appropriate masculine or feminine social role
58 Developing fundamental skills in reading, writing, and calculating
59 Developing concepts necessary for everyday living
60 Developing conscience, morality, and a scale of values
61 Achieving personal independence
62 Developing attitudes toward social groups and institutions.

Illustration 5

C.C.P.
Educ.
SUNYAB

LEARNER
RESOURCE GUIDE - INFORMATION SHEET

School Maryvale Senior High School
Teacher Mr. Robert Sauter
Student Number ______________
Student Name Mary Doe

Instructions: Circle the code numbers of those variables which apply to the individual student listed above.

I.Q.
00 (75-89)
01 (90-109)
[✓ 02] (110-130)
03 (above 130)

Social Class
05 (Lower-Lower)
06 (Upper-Lower)
[✓ 07] (Lower-Middle)
08 (Upper-Middle)
09 (Lower-Upper)
10 (Upper-Upper)

Reading Level (Secondary School)
12 (below 7th grade)
13 (7th grade)
14 (8th grade)
15 (9th grade)
16 (10th grade)
[✓ 17] (11th grade)
18 (12th grade)
19 (above 12th grade)

Reading Level (Elementary School)
20 (first grade)
21 (second grade)
22 (third grade)
23 (fourth grade)
24 (fifth grade)
25 (sixth grade)
26 (above sixth)

Sex
27 (male)
[✓ 28] (female)

Grade Level (Secondary School)
30 (7th)
31 (8th)
32 (9th)
33 (10th)
[✓ 34] (11th)
35 (12th)

Grade Level (Elementary School)
37 (first)
38 (second)
39 (third)
40 (fourth)
41 (fifth)
42 (sixth)

Interests (Secondary School)
[✓ 130] Social Sciences
131 Physical Science
132 Natural Science
133 Humanities
134 Fiction
135 Biography
[✓ 136] Autobiography
137 Poetry
138 Music
139 Math
140 Industrial Arts
141 Art
142 Creative Writing
143 Adventure
[✓ 144] Non-fiction

Interests (Elementary School)
146 Everyday experiences
147 Early days
148 Modern wonders
149 Other places
150 Animals
151 Famous People
152 Old tales
153 Natural phenomenon
154 Fun and humor
155 Numbers
156 Music and rhythm
157 Making things
158 Adventure
159 Non-fiction

Vital Statistics

161 Only child
162 Twin
163 Oldest child
164 Youngest child
165 Parents separated
166 Father deceased
167 Mother deceased
168 Adopted child
169 Cared for by guardian

Handicap-Behavior

170 Physical handicap
171 Aggressive behavior
172 Withdrawn behavior
173 I.Q. under 75

Developmental Tasks (Secondary School)

44 Accepting one's physique and achieving a masculine or feminine social role
45 Achieving new and more mature relations with age-mates of both sexes
46 Achieving emotional independence of parents and other adults
47 Achieving assurance of economic independence
48 Selecting and preparing for an occupation
49 Developing intellectual skills and concepts necessary for civic competence
50 Desiring and achieving socially responsible behavior
51 Preparing for marriage and family life
52 Acquiring a set of values and an ethical system as a guide to behavior

Developmental Tasks (Elementary School)

54 Learning physical skills necessary for ordinary games
55 Building wholesome attitudes toward oneself as a growing organism
56 Learning to get along with age-mates
57 Learning an appropriate masculine or feminine social role
58 Developing fundamental skills in reading, writing, and calculating
59 Developing concepts necessary for everyday living
60 Developing conscience, morality, and a scale of values
61 Achieving personal independence
62 Developing attitudes toward social groups and institutions.

Selected Examples from Actual Resource Guide. The descriptions previously written of Parts A and B of the resource guide can be best understood by making reference to actual examples taken from resource guides used with local teachers.

Illustration 6 was taken from Part A of a resource guide developed for the three 11th grade teachers in the team-teaching situation, social studies, who chose the unit topic U. S. Constitution. As was previously written, these teachers indicated to the personnel at the Center for Curriculum Planning that they wished a resource guide related to 15 specific objectives. For purposes of reporting, we have chosen three of their objectives. They are: objectives 32, 41, and 48. As a result of their choice, the computer retrieved items from the total resource unit related specifically to these objectives. This section of Part A contains a content outline, Supreme Court cases, large group activities (introductory, developmental, and culminating), small group activities (introductory, developmental, and culminating), and instructional materials (films, books, and pamphlets).

Illustration 6

OBJ. NO. 32 -- STUDENT SHOULD ACQUIRE INFORMATION ESSENTIAL TO FULL AND STRONG CITIZENSHIP.

CONTENT OUTLINE

WHAT IS THE PURPOSE AND DEFINITION OF A CONSTITUTION.

HOW DID THE BRITISH CONSTITUTION DEVELOP.

WHAT ARE SOME OF THE MAJOR CHARACTERISTICS OF THE BRITISH CONSTITUTION.

IS THE UNITED STATES A FEDERATION OR A CONFEDERATION. EXPLAIN.

WHAT WERE THE WEAKNESSES OF THE ARTICLES OF CONFEDERATION.

WHY WERE THE COLONISTS AFRAID OF A STRONG FEDERAL GOVERNMENT.

WHY DID THE PEOPLE OF OUR COLONIES NOT ALWAYS WORK WELL TOGETHER.

WHY WAS THE CONSTITUTION STRONGER AND BETTER THAN THE ARTICLES OF CONFEDERATION.

WHAT HAPPENED IN PHILADELPHIA IN INDEPENDENCE HALL, MAY 25, 1787.

WHAT COMPROMISES HAD TO BE MADE IN DRAWING UP THE CONSTITUTION.

WHAT WERE THREE OF THE LEADING COMPROMISES.

HOW DID THE FOREFATHERS WORD THE CONSTITUTION.

WHAT CONDITIONS CHANGE THE INTERPRETATION OF THE CONSTITUTION.

WHAT IS THE SOURCE OF CONSTITUTIONAL DOCTRINE.

HOW DOES THE THEORY OF CHECKS AND BALANCES OPERATE.

WHAT USE HAS THE SUPREME COURT MADE OF THE IMPLIED POWERS CLAUSE.

WHAT IS THE SUPREME LAW OF THE LAND.

WHAT IS MEANT BY DUAL FORM OF GOVERNMENT.

HOW ARE FEDERAL POWERS AND THE POWERS OF THE STATES DETERMINED.

CAN THE CONSTITUTION BE EXPANDED OTHER THAN BY AMENDMENT. EXPLAIN.

WHAT ARE OUR FUNDAMENTAL LIBERTIES.

HOW IS OUR GOVERNMENT ORGANIZED.

HAVE ANY NEW AMENDMENTS BEEN ADDED RECENTLY. NAME THEN.

ARE THERE ANY CHANGES NEEDED IN OUR CONSTITUTION. EXPLAIN OR DEFEND YOUR POSITION.

HOW HAS THE CONSTITUTION BEEN ABLE TO STAND THE TEST OF TIME.

HAS OUR CONSTITUTION HAD ANY INTERNATIONAL INFLUENCE.

WHAT SUPREME COURT CASES HAVE LED TO VARIED INTERPRETATION OF THE CONSTITUTION.

BASIC IDEAS OF THE DECLARATION OF INDEPENDENCE. ALL MEN ARE CREATED EQUAL AND ARE ENDOWED BY THEIR CREATER WITH CERTAIN UNALIENABLE RIGHTS. INCLUDING LIFE. LIBERTY. AND THE PURSUIT OF HAPPINESS.

BASIC IDEAS OF THE DECLARATION OF INDEPENDENCE. TO SECURE THESE RIGHTS. GOVERNMENTS ARE INSITITUTED AMONG MEN AND DERIVE THEIR JUST POWERS FROM THE CONSENT OF THE GOVERNED.

BACKGROUND OF CONSTITUTION IMPORTANT ENGLISH LAWS. MAGNA CARTA (1215). PETITION OF RIGHTS (1628). HABEAS CORPUS ACT (1679). BILL OF RIGHTS (1689). TOLERATION ACT (1689)

BACKGROUND OF CONSTITUTION - IMPORTANT MEN AND BOOKS. BLACKSTONE COMMENTARIES. OF THE LAWS OF ENGLAND. LOCKES TWO TREATISES ON GOVERNMENT ROUSSEAUS SOCIAL CONTRACT MONTESQUIEUS SPIRIT OF THE LAWS.

PROTECTION OF CIVIL LIBERTIES - ORIGINAL CONSTITUTION (ARTI. SEC. 9-10) HABEAS CORPUS

PROTECTION OF CIVIL LIBERTIES. BILL OF ATTAINDER

PROTECTION OF CIVIL LIBERTIES. EX-POST FACTO LAW

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS (AMEND. 1-10) FREEDOM OF SPEECH. PRESS. AND RELIGION

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. RIGHT TO ASSEMBLE PEACEABLY AND TO PETITION THE GOVERNMENT.

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS RIGHT OF AN ACCUSED TO A SPEEDY TRIAL BEFORE AN IMPARTIAL JURY.

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. NO QUARTERING OF TROOPS

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. NO UNREASONABLE SEARCH OF PERSONS AND HOUSES.

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. NO EXCESSIVE FINES. BAILS. AND PUNISHMENTS.

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. PREVENTS COURTS FROM TRYING ANY INDIVIDUAL TWICE FOR THE SAME OFFENSE.

PROTECTION OF CIVIL LIBERTIES. BILL OF RIGHTS. ENUMERATION OF CERTAIN RIGHTS DOES NOT DENY OTHER RIGHTS.

PROTECTION OF PROPERTY RIGHTS (ART.1. SEC. 10 AMENDMENT 5). NO STATE MAY PASS A LAW IMPAIRING THE OBLIGATIONS OF CONTRACTS.

PROPERTY RIGHTS. GOVERNMENT MAY EXERCISE RIGHT OF EMINENT DOMAIN THROUGH JUST COMPENSATION.

PROTECTION OF PROPERTY RIGHTS. IMPORTANCE OF DUE PROCESS CLAUSE (AMENDMENT 5 AND 14)

SUPREME COURT CASES

CASE AMENDMENT CANNOT BE RATIFIED BY REFERENDUM TO PEOPLE HAWKE V. SMITH 1920 253 I.S. 221

CASE AMENDMENT SEVEN YEAR LIMITATION OF RATIFICATION OF. NOT EXTRA CONSTITUTIONAL DILLON V. GLOSS 1921 256 U.S. 368 (374)

CASE BANK OF UNITED STATES DECLARED CONSTITUTIONAL. MCCULLOCH V. MARYLAND 1819 4 WHEAT. 316 NATIONAL BANK IMMUNE FROM STATE TAXATION.

CASE CITIZENSHIP NEGRO NOT CITIZEN. THEREFORE WITHOUT STANDING IN COURT DRED SCOTT V. SANDFORD 1856. 19 HOW. 393

CASE CITIZENSHIP FOURTEENTH AMENDMENT MADE NEGRO CITIZEN OF NATION AND STATE. SLAUGHTER-HOUSE CASES 1872. 16 WALL. 36

CASE CIVIL RIGHTS ACTS OF 1875 IN PART UNCONSTITUTIONAL. CIVIL RIGHTS CASES 1883. 109 U.S. 3 (26)

CASE CONFISCATION ACT OF JULY. 1862. UPHELD AS CONSTITUTIONAL. BIGELOW V. FORREST 1869. 9 WALL. 339. DAY V. MICOU 1873. 18 WALL 156. MILLER V. U.S. 1870. 11 WALL. 268

CASE CONTRACT FOR SLAVE VALID WHEN MADE. COULD NOT BE IMPAIRED BY STATE CONSTITUTION. WHITE V. HART 1871. 13 WALL. 646. (SEE ALSO DARTMOUTH COLLEGE CASE)

CASE CORPORATION NOT CITIZEN OF U.S.. THEREFORE LIBERTY MAY BE ABRIDGED BY STATE. WESTERN TURF. ASSN. V. GREENBERG 1907. 204 U.S. 359

CASE COURTS CAN EXERCISE AUTHORITY ONLY WHEN CASE IS BROUGHT FOR RELIEF OSBURN V. U.S. BANK 1824. 9 WHEAT. 738 (8.9)

CASE COURTS NOT SUBJECT TO REVIEW BY REFERENDUM TO PEOPLE. PEOPLE V. WESTERN UNION (COL.) 1921. 198 PAC. 146

LARGE GROUP ACTIVITIES

INTRO SHOW FILM OUR CONSTITUTION ACADEMIC-1940- 20MIN. SD. B+W- DRAMATIZES EVENTS LEADING TO CALLING OF THE CONVENTION. BENJ. FRANKLIN, ALEXANDER HAMILTON, AND OTHERS ARE PROTRAYED.

INTRO DISCUSS HOW TO MAKE A CONSTITUTION. FOLLOW BY GROUP WORK SHOWING ACTUAL PROCESS.

INTRO READ TO CLASS PARTS OF CONST. THAT ANSWER THESE QUESTIONS. NECESSARY QUALIFICATIONS FOR ELECTION TO SENATE, AND HOUSE. HOW MANY SENATORS IS EACH STATE ENTITLED TO HAVE. WHERE DO BILLS PERTAINING TO REVENUE ORIGINATE, WHAT POWERS FORBIDDEN TO CONGRESS, POWERS GRANTED TO PRES., HOW TO AMEND THE CONSTITUTION.

INTRO CONSULT NEWSPAPERS AND MAGAZINES FOR ARTICLES DEALING WITH POINTS OF CONFLICT BETWEEN STATE AND NATIONAL AUTHORITY TODAY. DISCUSS WHETHER THEY REACHED SUPREME COURT, IF SO THE DECISIONS.

INTRO HAVE CLASS READ ALOUD ENTIRE DOCUMENT AND ANALYZE VARIOUS PARTS.

INTRO HAVE STUDENTS PREPARE SPECIFIC STUDY GUIDE QUESTIONS TO BE ANSWERED AND DISCUSSED.

INTRO PASS A BILL THROUGH CONGRESS

DEV DEVELOP BULLETIN BOARDS-CHARTS AND GRAPHS SHOWING OUR GOV. INTER RELATIONSHIP, HOW BILL BECOMES A LAW, POWERS OF VARIOUS DEPARTMENTS

DEV HAVE GROUP DISCUSSION REGARDING SIGNIFICANCE OF FACT NEW CONSTITUTION BECAME WORK OF 55 MEN, BUT JEFFERSON, PATRICK HENRY, LEE, SAMUEL ADAMS, AND THOS. PAINE WERE NOT AMONG THE DELEGATES.

DEV PROBLEMS FOR STUDENT PANELS, ROUND TABLES, OR FORUMS. WHAT WAS GEO WASHINGTONS ROLE IN THE CONVENTION. WHAT DID THE ACCEPTANCE OF THE CONSTITUTION DO FOR TRADE AND MONEY, WHY A PRESIDENT, NOT A KING. WHY AN ELECTORAL COLLEGE. WHAT BROUGHT ABOUT SOME OF THE AMENDMENTS. WHY WERE SENATORS ELECTED INDIRECTLY BY THE PEOPLE. JUST HOW DEMOCRATIC WERE THE DELEGATES.

DEV ENCOURAGE STUDENTS TO ILLUSTRATE MEANING OF THE CONSTITUTION. BILL OF RIGHTS. POWERS OF PRESIDENT. CONGRESS. ETC.

DEV DIVIDE THE CLASS INTO THE THREE BRANCHES OF GOVERNMENT AND THROUGH DISCUSSION HAVE THEM DISCUSS THEIR DUTIES. POWERS. AND LIMITATIONS.

DEV IN A CLASS DISCUSSION HAVE THE GROUP COMPARE THE ARTICLES AND THE CONSTITUTION

DEV OUR FIRST FIVE PRESIDENTS EACH HAD SERIOUS PROBLEMS AT HOME AND ABROAD. READ HOW THESE PROBLEMS CAME UP AND HOW THEY WERE SOLVED. MAKE A CHART TO SHOW THE FOLLOWING. PRESIDENT PROBLEMS SOLUTION

DEV THE WAR OF 1812 HAS BEEN CALLED THE WAR NOBODY WON. DISCUSS THIS AND BRING OUT BOTH SIDES OF THE QUESTION.

DEV COMPARE THE FOLLOWING IN A CLASS DISCUSSION. THE COLONIAL GOVERNMENTS WITH THE NEW STATE GOVERNMENTS.. 2. THE ARTICLES OF CONFEDERATION WITH THE U.S. CONSTITUTION.. 3. POWERS OF THE STATES AND POWERS OF THE FEDERAL GOVERNMENT UNDER THE CONSTITUTION.

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM

DEV LIST THE IMPORTANT CHANGES THAT HAVE BEEN MADE BY AMENDMENT OR CUSTOM IN OUR FEDERAL GOVERNMENT SINCE 1789. (DOES THE CONSTITUTION MENTION A CABINET. POLITICAL PARTIES. NOMINATING CONVENTIONS.

CUL DISCUSS IN CLASS HOW WASHINGTONS ADMINISTRATION APPLIED THE NEW CONSTITUTION.

CUL ARRANGE FOR CLASS DISCUSSION ON THE FOLLOWING QUESTION. 1. WHAT IS FREEDOM. 2. WHAT IS SECURITY. 3. ARE FREEDOM AND SECURITY CONTRADICTORY.

SMALL GROUP ACTIVITIES

INTRO SHOW FILM OUR CONSTITUTION ACADEMIC-1940- 20MIN. SD. B+W- DRAMATIZES EVENTS LEADING TO CALLING OF THE CONVENTION. BENJ. FRANKLIN. ALEXANDER HAMILTON. AND OTHERS ARE PROTRAYED.

INTRO DISCUSS HOW TO MAKE A CONSTITUTION. FOLLOW BY GROUP WORK SHOWING ACTUAL PROCESS.

INTRO CONSULT NEWSPAPERS AND MAGAZINES FOR ARTICLES DEALING WITH POINTS OF CONFLICT BETWEEN STATE AND NATIONAL AUTHORITY TODAY. DISCUSS WHETHER THEY REACHED SUPREME COURT. IF SO THE DECISIONS.

INTRO HAVE STUDENTS PREPARE SPECIFIC STUDY GUIDE QUESTIONS TO BE ANSWERED AND DISCUSSED.

INTRO PASS A BILL THROUGH CONGRESS

DEV DEVELOP BULLETIN BOARDS-CHARTS AND GRAPHS SHOWING OUR GOV. INTER RELATIONSHIP. HOW BILL BECOMES A LAW. POWERS OF VARIOUS DEPARTMENTS

DEV HAVE GROUP DISCUSSION REGARDING SIGNIFICANCE OF FACT NEW CONSTITUTION BECAME WORK OF 55 MEN. BUT JEFFERSON. PATRICK HENRY. LEE. SAMUEL ADAMS. AND THOS. PAINE WERE NOT AMONG THE DELEGATES.

DEV HOLD A DEBATE THAT COULD HAVE TAKEN PLACE AT A CONVENTION OF SOME COLONY AS TO WHETHER OR NOT THE COLONY SHOULD ACCEPT THE CONSTITUTION.

DEV PROBLEMS FOR STUDENT PANELS. ROUND TABLES. OR FORUMS. WHAT WAS GEO WASHINGTONS ROLE IN THE CONVENTION. WHAT DID THE ACCEPTANCE OF THE CONSTITUTION DO FOR TRADE AND MONEY. WHY A PRESIDENT. NOT A KING. WHY AN ELECTORAL COLLEGE. WHAT BROUGHT ABOUT SOME OF THE AMENDMENTS. WHY WERE SENATORS ELECTED INDIRECTLY BY THE PEOPLE. JUST HOW DEMOCRATIC WERE THE DELEGATES.

DEV USING THE ROUND TABLE TYPE OF DISCUSSION ELABORATE ON THE FOLLOWING. MANY OF THOSE WHO BELIEVED IN STATES RIGHTS CAME TO OBJECT STRENUOUSLY TO THE IMPLIED POWERS CLAUSE. WHY WAS THIS TRUE.

DEV ENCOURAGE STUDENTS TO ILLUSTRATE MEANING OF THE CONSTITUTION. BILL OF RIGHTS. POWERS OF PRESIDENT. CONGRESS. ETC.

DEV DIVIDE THE CLASS INTO THE THREE BRANCHES OF GOVERNMENT AND THROUGH DISCUSSION HAVE THEM DISCUSS THEIR DUTIES. POWERS. AND LIMITATIONS.

DEV ENCOURAGE VARIOUS GROUPS OF STUDENTS TO STUDY THE STUDENT COUNCILS CONSTITUTION (OR THAT OF SOME CLUB) AND WRITE A REPORT ON HOW THESE COULD BE IMPROVED.

DEV PREPARE VARIOUS SHORT TABLEAUS DICPICTING EVENTS FROM HISTORY THAT ARE THE BACKGROUND OF OUR FREEDOMS

DEV IN A STUDENT PANEL DISCUSS. OUR NATIONAL GOVERNMENT IS NOT ONLY ONE OF ENUMERATED POWERS BUT ALSO ONE OF THE IMPLIED POWERS. WHAT IS THE DIFFERENCE BETWEEN THESE TWO. (CONSULT TEXT OF U.S. CONST. PREAMBLE. AND ARTICLES-SEC. 8. GIVE EXAMPLES)

DEV	HOLD A PANEL DISCUSSION TO BRING OUT THE CONTRIBUTIONS FROM BOOKS READ
DEV	OUR FIRST FIVE PRESIDENTS EACH HAD SERIOUS PROBLEMS AT HOME AND ABROAD. READ HOW THESE PROBLEMS CAME UP AND HOW THEY WERE SOLVED. MAKE A CHART TO SHOW THE FOLLOWING. PRESIDENT PROBLEMS SOLUTION
DEV	THE WAR OF 1812 HAS BEEN CALLED THE WAR NOBODY WON. DISCUSS THIS AND BRING OUT BOTH SIDES OF THE QUESTION.
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DEV	COMPARE THE FOLLOWING IN A CLASS DISCUSSION. THE COLONIAL GOVERNMENTS WITH THE NEW STATE GOVERNMENTS., 2. THE ARTICLES OF CONFEDERATION WITH THE U.S. CONSTITUTION., 3. POWERS OF THE STATES AND POWERS OF THE FEDERAL GOVERNMENT UNDER THE CONSTITUTION.
DEV	IN A PANEL DISCUSS THE FOLLOWING. HOW DID THE PLAN FOR DEALING WITH COLONIAL AREAS IN THE NORTHWEST ORDINANCE DIFFER FROM THE ENGLISH VIEW OF THE PLACE OF COLONIES IN THE EMPIRE. IS THIS EVIDENCE THAT PEOPLE CAN LEARN FROM HISTORY.
DEV	STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM
DEV	DEVELOP A PANEL DISCUSSION ON THE FOLLOWING QUESTION. THE CONSTITUTIONAL CONVENTION HAS FREQUENTLY BEEN CALLED AN ACT OF REVOLUTION. WAS IT.
DEV	IT HAS BEEN SAID THAT PEOPLE WHO ARE UNWILLING OR UNABLE TO COMPROMISE ARE NOT FIT TO GOVERN THEMSELVES. DEVELOP A PANEL DISCUSSION SHOWING THE NEED FOR COMPROMISE IN THE 1. CONSTITUTIONAL CONVENTION. 2. FEDERAL GOVERNMENT TODAY. 3. LOCAL GOVERNMENT. 4. YOUR SCHOOL GOVERNMENT
DEV	PREPARE A CHART WHICH LISTS THE WEAKNESSES OF THE ARTICLES OF CONFEDERATION IN ONE COLUMN. IN A PARALLEL COLUMN INDICATE HOW THE CONSTITUTION REMEDIED THESE WEAKNESSES.
DEV	LIST THE IMPORTANT CHANGES THAT HAVE BEEN MADE BY AMENDMENT OR CUSTOM IN OUR FEDERAL GOVERNMENT SINCE 1789. (DOES THE CONSTITUTION MENTION A CABINET. POLITICAL PARTIES. NOMINATING CONVENTIONS.
DEV	PREPARE A CHART OF OUR NATIONAL GOVERNMENT. DIVIDE THE CHART INTO THREE SECTIONS LISTING AT THE LEFT THE DIVISIONS OF OUR GOVERNMENT. REFER TO THE CONSTITUTION AND TO THE CHART OF OUR NATIONAL GOVERNMENT FOR HELP IN FINDING THE INFORMATION ASKED FOR. THE CHART SHOULD HAVE THESE THREE TITLES. BRANCHES OF GOVERNMENT. HOW CHOSEN. TWO SPECIFIC POWERS OF EACH.
CUL	DRAW UP A CHART OF COMPARISON OF RIGHTS UNDER OUR CONSTITUTION VS. RIGHTS UNDER COMMUNISM.
CUL	DRAW UP A LIST OF OUR RIGHTS WITH EACH CLEARLY DEFINED AND AFTER IT WRITE THE CORRESPONDING DUTY.
CUL	DEVELOP A LARGE MAP OF THE 13 COLONIES. SHOW COLONIES AND SOME SMALL CITIES THAT DELEGATES CAME FROM.
CUL	DEVELOP A RADIO SKIT (OR SEVERAL) OF IMPORTANT SPEECHES MADE DURING CONVENTION.
CUL	ENCOURAGE A GROUP OF STUDENTS TO DEBATE THE FOLLOWING. RESOLVED THAT CHANGING CONDITIONS MAKE NECESSARY A DELEGATION TO THE NATIONAL GOVERNMENT OF MANY POWERS PREVIOUSLY EXERCISED BY THE STATE. 2. RESOLVED THAT THE PRESIDENT SHOULD BE ELECTED BY DIRECT VOTE OF THE PEOPLE.

CUL	ARRANGE FOR CLASS DISCUSSION ON THE FOLLOWING QUESTION. 1. WHAT IS FREEDOM. 2. WHAT IS SECURITY. 3. ARE FREEDOM AND SECURITY CONTRADICTORY.
CUL	WRITE A SKIT ILLUSTRATING HOW THE BILL OF RIGHTS PROTECTS THE FREEDOM OF THE INDIVIDUAL.

INSTRUCTIONAL MATERIALS

FILM	AMERICAN HISTORY 1. LECTURE 7- THE FEDERALISTS LAUNCH THE NEW GOVERNMENT U.S. DEPT. OF DEFENCE 1956 SH-C
FILM	THE CHALLENGE JH-SH-C-AD MCGRAW HILL 1951 30 MIN. AD. B+W SPONSORED BY CIVIL RIGHTS FILM ASSN PRODUCED BY PROMOTIONAL FILMS INTERVIEWS OF LEADERS FOR VIEWS ON CIVIL RIGHTS PROGRAM IN ACTION IN VARIOUS PARTS OF COUNTRY
FILM	CONSTITUTION. WITH LIBERTY AND JUSTICE FOR ALL SH-AD-C AUDIO-VISUAL CENTER. INDIANA UNIVERSITY 50 MIN. 2 REELS. SD. B+W PART I (30 MIN) MILITARY TRIALS FOR CIVILIANS. 14 AMENDMENT. SEGREGATION PART II (20 MIN) WOMENS SUFFRAGE. CHILD LABOR. DUE PROCESS OF LAW IN POLICE COURT. ETC.
FILM	CONSTITUTION. ONE NATION INDIVISIBLE SH-C-AD AUDIO-VISUAL CENTER. INDIANA UNIV. 45 MIN. 2 REEL. SD. B+W PART I (37 MIN) SEWELLS ALIEN AND SEDITION BILLS. NULLIFICATION PART II (28 MIN) RESISTANCE OF EASTERN STATES TO WAR OF 1812. DRED SCOTT. EMANCIPATION PROCLAMATION. SECESSION OF THE SOUTH. ETC.
FILM	CONSTITUTION AND ONE NATION SH-C EDUCATIONAL MOTION PICTURES. AUDIO-VISUAL CENTER. INDIANA UNIV. 60 MIN. SD. B+W PART I (30 MIN) FOR AND AGAINST THE CONSTITUTION-PART II (30 MIN)- RATIFICATION OF THE CONSTITUTION
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CHAPT.4- BENJAMIN FRANKLIN. CHAPT. 5 - FRAMING THE CONSTITUTION. CHAPT.
6- GEORGE WASHINGTON

BOOK WRITE TO. 1. SENATORS FOR BLUE BOOK 2. JOHN HANCOCK INSURANCE
CO. FOR PAMPHLETS

OBJ. NO. 41 -- INDIVIDUAL SHOULD LEARN THE CONSTITUTION IS A FLEXIBLE INSTRUMENT CAPABLE OF REVISION TO MEET CHANGING NEEDS.

CONTENT OUTLINE

WHAT IS THE PURPOSE AND DEFINITION OF A CONSTITUTION.

HOW DID THE FOREFATHERS WORD THE CONSTITUTION.

WHAT CONDITIONS CHANGE THE INTERPRETATION OF THE CONSTITUTION.

CAN THE CONSTITUTION BE EXPANDED OTHER THAN BY AMENDMENT. EXPLAIN.

ARE THERE ANY CHANGES NEEDED IN OUR CONSTITUTION. EXPLAIN OR DEFEND YOUR POSITION.

HOW HAS THE CONSTITUTION BEEN ABLE TO STAND THE TEST OF TIME.

ORIG. CONST.-ENACTMENT AND RATIFICATION OF AMENDMENTS TO THE CONSTITUTION

REVIEW OF AMENDMENTS. XI (1798) - NO SUIT MAY BE BROUGHT AGAINST A STATE IN A FEDERAL COURT

REVIEW OF AMENDMENTS. XII (1804) - SEPARATE BALLOTS SHALL BE VOTED FOR PRESIDENT AND VICE-PRESIDENT.

REVIEW OF AMENDMENTS. XIII (1865) - SLAVERY PROHIBITED

REVIEW OF AMENDMENTS. XIV (1868) - NEGROES GRANTED CITIZENSHIP

REVIEW OF AMENDMENTS. XV (1870) - RIGHT TO VOTE CANNOT BE DENIED BECAUSE OF RACE, COLOR, OR PREVIOUS CONDITION OF SERVITUDE.

REVIEW OF AMENDMENTS. XVI (1913) - LEVYING OF INCOME TAX

REVIEW OF AMENDMENTS. XVII (1913) - SENATORS SHALL BE ELECTED BY THE PEOPLE DIRECTLY

REVIEW OF AMENDMENTS. XVIII (1919) - PROHIBITION

REVIEW OF AMENDMENTS. XIX (1920) - WOMEN SUFFRAGE

REVIEW OF AMENDMENTS. XX (1933) - LAME DUCK AMENDMENT

REVIEW OF AMENDMENTS. XXI (1933) - PROHIBITION REPEALED

REVIEW OF AMENDMENTS. XXII (1951) - PRESIDENTS TERM LIMITED

UNWRITTEN CONSTITUTION. THE SUPREME COURT POWER OF JUDICIAL REVIEW

UNWRITTEN CONSTITUTION. CONGRESSIONAL PRACTICE OF HANDLING MATTERS THROUGH COMMITTEES.

UNWRITTEN CONSTITUTION. PRESIDENTIAL CABINET

UNWRITTEN CONSTITUTION. PRESIDENTIAL ELECTORS PLEDGED IN ADVANCE TO VOTE FOR SPECIFIC CANDIDATES

UNWRITTEN CONSTITUTION. THE RISE OF POLITICAL PARTIES TO A POSITION OF INFLUENCE IN THE AFFAIRS OF GOVERNMENT

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CASE ALIEN ENTITLED TO EQUAL PROTECTION AS THO CITIZEN. TRUAX V RAICH. 1915 239 U.S. 33

CASE ALIEN. NATURALIZATION OF. MAY BE REVOKED FOR DISLOYALTY U.S. V. HERBERGER 1921 272 FED. 278.

CASE ALIEN CONTRACT LABOR LAW - HELD NOT TO EXCLUDE MINISTER OF GOSPEL CHURCH OF HOLY TRINITY V. U.S. 1892 143 U.S. 457

CASE BANK OF UNITED STATES DECLARED CONSTITUTIONAL. MCCULLOCH V. MARYLAND 1819 4 WHEAT. 316 NATIONAL BANK IMMUNE FROM STATE TAXATION.

CASE BANKRUPTCY STATE LAW MAY RELEASE DEBTOR AS TO FUTURE BUT NOT PAST CONTRACT. OGDEN V. SAUNDERS 1827. 12 WHEAT. 132 (213)

CASE BILL OF ATTAINDER IN LAW OF WEST VIRGINIA. PIERCE V. CARSK ADON 1872. 16 WALL. 234 IN MISSOURI CONSTITUTION. CUMMING V. STATE 1866. 4 WALL 277.

CASE BILL OF RIGHTS IN PHILIPPINES VIOLATED BY UNUSUAL PUNISHMENT. WEEMS V.U.S. 1910. 217 U.S. 349

CASE COMMERCE DEFINED AND EXPLAINED BY CHIEF JUSTICE MARSHALL. GIBBONS V. OGDEN 1824. 9 WHEAT. 1.

CASE COMMERCE STAMP TAX ON BILL OF LADING OF EXPORTS UNCONSTITUTIONAL. FAIRBANK V. U.S. 1901. 181 U.S. 283

CASE CONFISCATION ACT OF JULY. 1862. UPHELD AS CONSTITUTIONAL. BIGELOW V. FORREST 1869. 9 WALL. 339. DAY V. MICOU 1873. 18 WALL 156. MILLER V. U.S. 1870. II WALL. 268

CASE COPYRIGHT CLAUSE DOES NOT AUTHORIZE LEGISLATION FOR TRADE-MARKS. TRADE-MARK CASES 1879. 100 U.S. 82

CASE CORPORATION IS CITIZEN OF STATE CREATING IT. BANK OF U.S. V. DEVEAUX 1809. 5 CRANCH. 61

CASE COURTS NOT OUSTED BY WAR EXCEPT IN AREAS OF MILITARY OPERATIONS. CALDWELL V. PARKER 1920. 252 U.S. 376

CASE COURTS NOT SUBJECT TO REVIEW BY REFERENDUM TO PEOPLE. PEOPLE V. WESTERN UNION (COL.) 1921. 198 PAC. 146

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CASE JUDICIAL POWER CAN BE EXERCISED ONLY WHEN CASE IS BROUGHT FOR RELIEF. OSBORN V. U.S. BANK 1824. 9 WHEAT. 738 (819)

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CASE NATIONAL INDUSTRIAL RECOVERY ACT. VIOLATIVE OF COMMERCE CLAUSE AS REGULATION LOCAL PRODUCTION. ALSO AGAINST TENTH AMENDMENT. SCHECHTER POULTRY CORPORATION V. U.S. (1935). 295 U.S. 495

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CASE NEGRO. SUCH RESTRICTION VALID WHEN CONDITION IS DEAD (SEE BUCHANAN V. WARLEY (1917) 245 U.S. 60

CASE PATENTEE. CANNOT CONTROL PRICE AFTER SALE BY HIM. BOSTON STORE V. AMERICAN GRAPHOPHONE (1918). 246 U.S. 8

CASE POLICE POWER. STATE MAY EXTEND. TO DAMAGE OR DESTRUCTION OF PROPERTY. MUGLER V. KANSAS (1887). 123 U.S. 623

CASE POLYGAMY. SUPPRESSION OF. NOT INTERFERENCE WITH RELIGIOUS FREEDOM. MORMON CHURCH V. U.S. (1890). 123 U.S. 623

CASE POWER RESERVED BY STATES. CHICAGO ETC. V. MCGUIRE (1911). 219 U.S. 549

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CASE PROPERTY TAKEN FOR PUBLIC USE. JUST COMPENSATION NECESSARY FOR. U.S. V. LEE (1882) 106 U.S. 196

CASE PUNISHMENT. SEE ALSO BILL OF RIGHTS

CASE RELIGIOUS FREEDOM. NOT JUSTIFICATION FOR POLYGAMY. MORMON CHURCH V U.S. (1890). 136 U.S. 1 (49)

CASE SOCIAL SECURITY ACT. ACT OF CONGRESS LEVYING PRECENTAGE TAXES ON EMPLOYER ACCORDING TO ANNUAL EARINGS OF EMPLOYEE AND MAKING APPROPRIATIONS TO STATES TO AID UNEMPLOYMENT ADMINISTRATION. VALID UNDER GENERAL WELFARE CLAUSE. STEWARD MACHINE CO. V. DAVIS. COLLECTOR OF INTERNAL REVENUE (1937). 301 U.S. 548

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CASE THIRTEENTH AMENDMENT. DENOUNCES ALL PERSONAL SERVITUDES AS WELL
AS SLAVERY. SLAUGHTER-HOUSE CASES (1872) 16 WALL. 36

CASE THIRTEENTH AMENDMENT. NOT VIOLATED BY LAW FOR COMPULSORY WORK ON
ROADS. BUTLER V. PERRY (1916) 240 U.S. 328

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PERFORM CONTRACT TO LABOR BAILEY V. ALA. (1911). 219 U.S. 219

CASE THIRTEENTH AMENDMENT. VIOLATED BY STATE LAW REQUIRING ONE CONVIC
TED TO WORK OUT FINE FOR BONDSMAN. U.S. V. REYNOLDS (1914) 235 U.S. 133

CASE WOMAN. DID NOT RECEIVE PRIVILEGE OF VOTING THROUGH FOURTEENTH
AMENDMENT. MINORV. HAPPERSETT (1874). 21 WALL. 162

CASE WOMAN. MARRYING ALIEN LOSES CITIZENSHIP ALTHOUGH REMAINING A
RESIDENT. MACKENZIE V. HARE (1915). 239 U.S. 299

LARGE GROUP ACTIVITIES

INTRO READ TO CLASS PARTS OF CONST. THAT ANSWER THESE QUESTIONS.
NECESSARY QUALIFICATIONS FOR ELECTION TO SENATE. AND HOUSE. HOW MANY
SENATORS IS EACH STATE ENTITLED TO HAVE. WHERE DO BILLS PERTAINING TO
REVENUE ORIGINATE. WHAT POWERS FORBIDDEN TO CONGRESS. POWERS GRANTED TO
PRES.. HOW TO AMEND THE CONSTITUTION.

INTRO HAVE CLASS READ ALOUD ENTIRE DOCUMENT AND ANALYZE VARIOUS PARTS.

INTRO HAVE STUDENTS PREPARE SPECIFIC STUDY GUIDE QUESTIONS TO BE
ANSWERED AND DISCUSSED.

DEV DEVELOP BULLETIN BOARDS-CHARTS AND GRAPHS SHOWING OUR GOV. INTER
RELATIONSHIP. HOW BILL BECOMES A LAW. POWERS OF VARIOUS DEPARTMENTS

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FILM	CONSTITUTION, WITH LIBERTY AND JUSTICE FOR ALL SH-AD-C AUDIO-VISUAL CENTER, INDIANA UNIVERSITY 50 MIN. 2 REELS. SD. B+W PART I (30 MIN) MILITARY TRIALS FOR CIVILIANS. 14 AMENDMENT. SEGREGATION PART II (29 MIN) WOMENS SUFFRAGE, CHILD LABOR, DUE PROCESS OF LAW IN POLICE COURT, ETC.
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OBJ. NO. 48 -- INDIVIDUAL TO LEARN THAT THE CHECKS AND BALANCES IN THE U.S. CONSTITUTION PERMEATE OUR TOTAL GOVERNMENTAL STRUCTURE.

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HOW DOES THE THEORY OF CHECKS AND BALANCES OPERATE.

HOW IS OUR GOVERNMENT ORGANIZED.

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POWERS OF THE FEDERAL GOVERNMENT UNDER THE CONSTITUTION.

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM

DEV PREPARE A CHART OF OUR NATIONAL GOVERNMENT. DIVIDE THE CHART INTO THREE SECTIONS LISTING AT THE LEFT THE DIVISIONS OF OUR GOVERNMENT. REFER TO THE CONSTITUTION AND TO THE CHART OF OUR NATIONAL GOVERNMENT FOR HELP IN FINDING THE INFORMATION ASKED FOR. THE CHART SHOULD HAVE THESE THREE TITLES. BRANCHES OF GOVERNMENT. HOW CHOSEN. TWO SPECIFIC POWERS OF EACH.

INSTRUCTIONAL MATERIALS

FILM AMERICAN HISTORY 1. LECTURE 7- THE FEDERALISTS LAUNCH THE NEW GOVERNMENT U.S. DEPT. OF DEFENSE 1956 SH-C

FILM CONSTITUTION OF THE UNITED STATES JH-SH-GUID EBF 1956 22MIN. SD. B&W PRESENTS US CONST AS SUPREME ACCOMPLISHMENT OF THE FRAMERS. MEN WELL FITTED FOR GREAT WORKS

BOOK STORY OF THE CONSTITUTION BLOOM. SOL. U.S. SESQUICENTENNIAL COMMISSION. WASHINGTON. D.C.. 1937

BOOK YOUR RUGGED CONSTITUTION BRUCE AND FINLAY

BOOK STORY OF AMERICAN DEMOCRACY CASNER AND GABRIEL. PP. 156-159. 161-166. 167-168

BOOK CONSTITUTION OF THE UNITED STATES DUMF AND DURCHER. OXFORD. NEW YORK

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA

BOOK BULWARK OF THE REPUBLIC HENDRICK. BURTON.

BOOK THE STORY OF THE CONSTITUTION KNAPP. GEO. L.. A VERY READABLE DESCRIPTION OF THE MAKING OF THE CONSTITUTION

BOOK OUR CONSTITUTION AND WHAT IT MEANS KOTTMEYER. WM.. WEBSTER PUBLISHING CO.. 1949

BOOK AMERICAN GOVERNMENT MCGRUDER

BOOK THE RISE OF OUR FREE NATION MCGUIRE AND PORTWOOD PP. 170-183

BOOK A HISTORY OF OUR COUNTRY MUZZEY PP. 133-152. 200. 224. 232. 324. 566.570

BOOK UNITED STATES OF AMERICA RIEGEL AND HAUGH PP. 140-152. 214-216

Illustration 7 was taken from Part B of the Resource Guide *U. S. Constitution* used by the same three teachers. It illustrates that part of the process developed to aid the individual learner. These printed suggestions from the resource unit relate to the teachers' chosen objectives as well as the individual characteristics of each learner. Again, for purposes of illustration, two students from the large group represented in the team-teaching situation have been chosen to show the type of print-out sent to teachers in order to enable them to pre-plan for individualization of instruction. As the reader studies this illustration he will notice that all objectives chosen by the staff are indicated. (In the illustration preceding this only three objectives were used.)

Now, the reader will notice in illustration 7 that the student's name is listed at the top of the page, that following the name are the objectives chosen by the teacher, and that following the objectives are the suggestions of individual activities and individual instructional materials for that student as, of course, these activities and materials relate to the individual characteristics of that student. In some instances, very few items are printed from the host of suggestions in the original resource unit. However, it must be remembered that so many variables (maximum of 230) serve as screening devices at this stage that not many items will be filtered through the computer into the final print-out. Obviously, as the total "dump" of items for the resource unit grows, the number of specific suggestions for a learner will also increase.

Illustration 7

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             KEMLERD, TOM

 OBJ. NO.    5 -- COOPERATION-INDIVIDUAL SHARES MATERIALS AND RESPONSIBILITIES WITH
                  OTHERS.

INDIVIDUAL ACTIVITIES

    CUL   HAVE CLASS DRAMATIZE SCENES OF CONSTITUTIONAL CONVENTION DAYS.
          CLASS MAY WRITE ITS OWN BASED ON MADISONS REPORT AND SOURCES, OR ACT OUT
          SCENES IN DRAMATIC WORKS ALREADY PUBLISHED. RESEARCH CAN BE CAREFUL AND
          THOROUGH.


 OBJ. NO.    7 -- RESOURCEFULNESS-INDIVIDUAL BECOMES ACQUAINTED WITH MANY SOURCES OF
                  MATERIALS, AND LEARNS TO SEARCH FOR INFORMATION ON HIS OWN.

INDIVIDUAL ACTIVITIES

    DEV   HAVE INDIVIDUAL STUDENTS PREPARE DETAILED REPORTS ON SHAYS
          REBELLIAN, ITS CAUSES, CHIEF EVENTS, AND RESULTS

    CUL   HAVE CLASS DRAMATIZE SCENES OF CONSTITUTIONAL CONVENTION DAYS.
          CLASS MAY WRITE ITS OWN BASED ON MADISONS REPORT AND SOURCES, OR ACT OUT
          SCENES IN DRAMATIC WORKS ALREADY PUBLISHED. RESEARCH CAN BE CAREFUL AND
          THOROUGH.

INDIVIDUAL INSTRUCTIONAL MATERIALS


 OBJ. NO.    9 -- RELIABILITY-INDIVIDUAL CARRIES THROUGH THE TASK THAT HAS BEEN STARTED
                  EVEN THOUGH THE INITIAL ENTHUSIASM HAS WANED.

INDIVIDUAL ACTIVITIES

    CUL   WRITE A SKIT ILLUSTRATING HOW THE BILL OF RIGHTS PROTECTS THE
          FREEDOM OF THE INDIVIDUAL.
```

OBJ. NO. 10 -- APPRECIATION-INDIVIDUAL DEVELOPS A CONCEPT OF OUR HERITAGE. AND LEARNS TO THINK IN TERMS OF CONSERVING AND BUILDING FOR THE FUTURE.

INDIVIDUAL ACTIVITIES

DEV HAVE INDIVIDUAL STUDENTS PREPARE DETAILED REPORTS ON SHAYS REBELLION. ITS CAUSES. CHIEF EVENTS. AND RESULTS

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM

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CUL DEVELOP A RADIO SKIT (OR SEVERAL) OF IMPORTANT SPEECHES MADE DURING CONVENTION.

CUL WRITE A SKIT ILLUSTRATING HOW THE BILL OF RIGHTS PROTECTS THE FREEDOM OF THE INDIVIDUAL.

CUL WRITE A PAPER COMPARING THE DEMOCRATIC FEATURES OF THE DECLARATION OF INDEPENDENCE WITH THOSE IN THE BILL OF RIGHTS IN THE CONSTITUTION.

CUL WRITE A PAPER COMPARING THE POWER OF THE STATES BEFORE AND AFTER THE ADOPTION OF THE CONSTITUTION.

INDIVIDUAL INSTRUCTIONAL MATERIALS

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OBJ. NO. 11 -- KNOWLEDGE AND SKILLS-INDIVIDUAL DEVELOPS HABITS OF THINKING AND ACTION GOVERNED BY PRINCIPLES OF LEGAL LIMITATIONS AND A DEEP RESPECT FOR THE US CONSTITUTION IN PROTECTING LIBERTIES AND FREEDOM.

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OBJ. NO. 31 -- STUDENT SHOULD LEARN TO DISTINGUISH BETWEEN FACT AND OPINION.

INDIVIDUAL ACTIVITIES

INDIVIDUAL INSTRUCTIONAL MATERIALS

OBJ. NO. 32 -- STUDENT SHOULD ACQUIRE INFORMATION ESSENTIAL TO FULL AND STRONG CITIZENSHIP.

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BOOK VOL. I (1959)

PAPERBACK BASIC DOCUMENTS IN AMERICAN HISTORY 10-C MORRIS.-VAN NOSTRAND
(1956) FROM MAYFLOWER COMPACT THROUGH THE CONSTITUTION PG. 1-49

BOOK JOHN ADAMS, THE POLITICAL WRITINGS OF 11-C EDITED BY PEEK, JR.,
LIBERAL ARTS PRESS, INC. (1954)

OBJ. NO. 41 -- INDIVIDUAL SHOULD LEARN THE CONSTITUTION IS A FLEXIBLE INSTRUMENT
CAPABLE OF REVISION TO MEET CHANGING NEEDS.

INDIVIDUAL ACTIVITIES

INDIVIDUAL INSTRUCTIONAL MATERIALS

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD
ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK
ENCYCLOPEDIA

BOOK FROM THE DECLARATION OF INDEPENDENCE TO THE CONSTITUTION 11-C
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MADISON AVE., NYC (1953) STORY, BACKGROUND, CONFLICT, SUPREME COURT
DECISIONS

BOOK JOHN C. CALHOUN, A DISQUISITION ON GOVERNMENT AND SELECTIONS FROM
DISCOURSE EDITED BY POST, LIBERAL ARTS PRESS, INC. (1954) 11-C

OBJ. NO. 48 -- INDIVIDUAL TO LEARN THAT THE CHECKS AND BALANCES IN THE U.S. CONSTITU
TION PERMEATE OUR TOTAL GOVERNMENTAL STRUCTURE.

INDIVIDUAL ACTIVITIES

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE
JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM
SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS
FEDERALISM

CUL WRITE A PAPER COMPARING THE POWER OF THE STATES BEFORE AND AFTER
THE ADOPTION OF THE CONSTITUTION.

INDIVIDUAL INSTRUCTIONAL MATERIALS

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD
ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK
ENCYCLOPEDIA

OBJ. NO. 61 -- INDIVIDUAL TO DEVELOP A RESPECT FOR THE PRINCIPLES FROM WHICH THE
CONSTITUTION OR IGINATED.

INDIVIDUAL ACTIVITIES

DEV	HAVE INDIVIDUAL STUDENTS PREPARE DETAILED REPORTS ON SHAYS REBELLIAN, ITS CAUSES, CHIEF EVENTS, AND RESULTS
DEV	STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM
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CUL	DEVELOP A RADIO SKIT (OR SEVERAL) OF IMPORTANT SPEECHES MADE DURING CONVENTION.
CUL	WRITE A SKIT ILLUSTRATING HOW THE BILL OF RIGHTS PROTECTS THE FREEDOM OF THE INDIVIDUAL.
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INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK	ALEXANDER HAMILTON, SELECTIONS REPRESENTING HIS LIFE. HIS THOUGHTS. HIS STYLE EDITED BY BOWER ALY. LIBERAL ARTS PRESS (1954) 11-C
PAMPHLET	FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA
BOOK	HAMILTON. MADISON. AND JAY. ON THE CONSTITUTION. SELECTIONS FROM FEDERAL 11-C PAPERS EDITED BY GABRIEL. LIBERAL ARTS PRESS, INC. (1954)
PAPERBACK	GREAT ISSUES IN AMERICAN HISTORY 10-C HOFSTADTER, VINTAGE BOOK VOL. I (1959)
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PERCIVAL, LYNN

OBJ. NO. 5 -- COOPERATION-INDIVIDUAL SHARES MATERIALS AND RESPONSIBILITIES WITH OTHERS.

INDIVIDUAL ACTIVITIES

OBJ. NO. 7 -- RESOURCEFULNESS-INDIVIDUAL BECOMES ACQUAINTED WITH MANY SOURCES OF MATERIALS, AND LEARNS TO SEARCH FOR INFORMATION ON HIS OWN.

INDIVIDUAL ACTIVITIES

INTRO ENCOURAGE INDIVIDUAL STUDENTS TO WRITE BIOGRAPHICAL AND CHARACTER STUDIES OF LEADING MEN OF THE PERIOD, STRESSING THEIR INFLUENCE. ALEXANDER HAMILTON, GEORGE WASHINGTON, JAMES MADISON, BENJAMIN FRANKLIN.

DEV ENCOURAGE THE READING OF STORIES THAT HAVE THE BACKGROUND OF CONSTITUTIONAL HISTORY.

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INDIVIDUAL INSTRUCTIONAL MATERIALS

OBJ. NO. 9 -- RELIABILITY-INDIVIDUAL CARRIES THROUGH THE TASK THAT HAS BEEN STARTED EVEN THOUGH THE INITIAL ENTHUSIASM HAS WANED.

INDIVIDUAL ACTIVITIES

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OBJ. NO. 10 -- APPRECIATION-INDIVIDUAL DEVELOPS A CONCEPT OF OUR HERITAGE, AND LEARNS TO THINK IN TERMS OF CONSERVING AND BUILDING FOR THE FUTURE.

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INDIVIDUAL INSTRUCTIONAL MATERIALS

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OBJ. NO. 25 -- STUDENT SHOULD LEARN THE SOURCES OF THE PHILOSOPHY FOUND IN THE CONSTITUTION.

INDIVIDUAL ACTIVITIES

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INDIVIDUAL ACTIVITIES

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INDIVIDUAL INSTRUCTIONAL MATERIALS

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INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK ALEXANDER HAMILTON, SELECTIONS REPRESENTING HIS LIFE, HIS THOUGHTS, HIS STYLE EDITED BY BOWER ALY, LIBERAL ARTS PRESS (1954) 11-C

PAMPHLET WHAT EVERYONE SHOULD KNOW ABOUT THE U.S. OF AMERICA 9-13 CHANNING L. BETE CO. INC. GREENFIELD, MASS. (1960) PUBLISHED FOR GEN. MOTORS MEN AND WOMEN BY PERSONELL STAFF OF G.M.

PAPERBACK TEACHING AMERICAN HISTORY 9-12 BUREAU OF SECONDARY CURRICULUM DEVELOPMENT, NYS, 1960

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA

BOOK FROM THE DECLARATION OF INDEPENDENCE TO THE CONSTITUTION 11-C EDITED BY FRIEDRICH AND MCCLOSKEY, LIBERAL ARTS PRESS, INC. (1954)

BOOK HAMILTON, MADISON, AND JAY, ON THE CONSTITUTION, SELECTIONS FROM FEDERAL 11-C PAPERS EDITED BY GABRIEL, LIBERAL ARTS PRESS, INC. (1954)

PAPERBACK GREAT ISSUES IN AMERICAN HISTORY 10-C HOFSTADTER, VINTAGE BOOK VOL. I (1959)

PAPERBACK BASIC DOCUMENTS IN AMERICAN HISTORY 10-C MORRIS.-VAN NOSTRAND (1956) FROM MAYFLOWER COMPACT THROUGH THE CONSTITUTION PG. 1-49

BOOK JOHN ADAMS, THE POLITICAL WRITINGS OF 11-C EDITED BY PEEK, JR., LIBERAL ARTS PRESS, INC. (1954)

OBJ. NO. 41 -- INDIVIDUAL SHOULD LEARN THE CONSTITUTION IS A FLEXIBLE INSTRUMENT CAPABLE OF REVISION TO MEET CHANGING NEEDS.

INDIVIDUAL ACTIVITIES

DEV ENCOURAGE THE READING OF STORIES THAT HAVE THE BACKGROUND OF CONSTITUTIONAL HISTORY.

INDIVIDUAL INSTRUCTIONAL MATERIALS

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA

BOOK FROM THE DECLARATION OF INDEPENDENCE TO THE CONSTITUTION 11-C EDITED BY FRIEDRICH AND MCCLOSKEY. LIBERAL ARTS PRESS. INC. (1954)

PAPERBACK THE LIVING CONSTITUTION 10-12 PADOVER. MENTOR BOOKS. 501 MADISON AVE., NYC (1953) STORY. BACKGROUND. CONFLICT. SUPREME COURT DECISIONS

BOOK JOHN C. CALHOUN. A DISQUISITION ON GOVERNMENT AND SELECTIONS FROM DISCOURSE EDITED BY POST. LIBERAL ARTS PRESS. INC. (1954) 11-C

OBJ. NO. 48 -- INDIVIDUAL TO LEARN THAT THE CHECKS AND BALANCES IN THE U.S. CONSTITUTION PERMEATE OUR TOTAL GOVERNMENTAL STRUCTURE.

INDIVIDUAL ACTIVITIES

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM

INDIVIDUAL INSTRUCTIONAL MATERIALS

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA

OBJ. NO. 61 -- INDIVIDUAL TO DEVELOP A RESPECT FOR THE PRINCIPLES FROM WHICH THE CONSTITUTION OR IGINATED.

INDIVIDUAL ACTIVITIES

DEV ENCOURAGE THE READING OF STORIES THAT HAVE THE BACKGROUND OF CONSTITUTIONAL HISTORY.

DEV HAVE INDIVIDUAL STUDENTS PREPARE DETAILED REPORTS ON SHAYS REBELLIAN. ITS CAUSES. CHIEF EVENTS. AND RESULTS

DEV STUDY THE FOLLOWING. CONFEDERATION FEDERATION ELASTIC CLAUSE JUDICIAL REVIEW REPUBLICAN FORMS OF GOVERNMENT CONSTITUTIONALISM SOVEREIGNTY SEPARATION OF POWERS CHECKS AND BALANCES BILL OF RIGHTS FEDERALISM

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK ALEXANDER HAMILTON. SELECTIONS REPRESENTING HIS LIFE. HIS THOUGHTS. HIS STYLE EDITED BY BOWER ALY. LIBERAL ARTS PRESS (1954) 11-C

PAMPHLET FEDERAL GOVERNMENT OF THE UNITED STATE 9-12 FIELD ENTERPRISES EDUCATIONAL CORPN. (1960) FOR USE WITH WORLD BOOK ENCYCLOPEDIA

BOOK HAMILTON. MADISON. AND JAY. ON THE CONSTITUTION. SELECTIONS FROM FEDERAL 11-C PAPERS EDITED BY GABRIEL. LIBERAL ARTS PRESS. INC. (1954)

PAPERBACK GREAT ISSUES IN AMERICAN HISTORY 10-C HOFSTADTER. VINTAGE BOOK VOL. I (1959)

PAPERBACK BASIC DOCUMENTS IN AMERICAN HISTORY 10-C MORRIS.-VAN NOSTRAND (1956) FROM MAYFLOWER COMPACT THROUGH THE CONSTITUTION PG. 1-49

PAPERBACK THE LIVING CONSTITUTION 10-12 PADOVER. MENTOR BOOKS. 501 MADISON AVE., NYC (1953) STORY. BACKGROUND. CONFLICT. SUPREME COURT DECISIONS

BOOK JOHN ADAMS. THE POLITICAL WRITINGS OF 11-C EDITED BY PEEK. JR.. LIBERAL ARTS PRESS. INC. (1954)

BOOK JOHN C. CALHOUN. A DISQUISITION ON GOVERNMENT AND SELECTIONS FROM DISCOURSE EDITED BY POST. LIBERAL ARTS PRESS. INC. (1954) 11-C

Producing Parts A and B of Resource Guide from Resource Unit Communication. As in the case of developing a print-out for the previous illustration, a teacher who chose the topic Communication used the same process. Following such a decision, a complete set of objectives for the resource unit Communication was sent to the teacher with a request that the teacher choose those objectives which she wished to teach and notify the Center for Curriculum Planning of her choices.

Illustration 8 is an actual example of such a selection made by a 3rd grade teacher who used a resource guide.

At the same time that the teacher made these decisions regarding objectives (which, again, could also be identified cooperatively through pupil-teacher planning), she (or the school personnel) was asked to complete a learner variable sheet for each pupil. Illustration 9 is an actual example of a learner's variable sheet related to the pupils in this particular class in which the Communication Resource Guide was used.

Selected Examples from Actual Resource Guide. Illustration 10 was taken from the resource unit Communications. Again, it represents only a small section of Part A of that resource guide originally given to an elementary school teacher, 3rd grade level. As was just indicated, this teacher chose 13 objectives related to the unit Communication, and she then received from the Center for Curriculum Planning Part A. In this particular illustration, we have selected objectives 15, 22, and 29 to show the types of suggestions this teacher received. This illustration contains suggestions of large group activities (introductory, developmental, culminating), small group activities (introductory, developmental, culminating), instructional materials (books, films, songs; records), and measuring devices.

No subject matter outline was written for the 3rd grade unit, Communications. The reason for not including an area called content outline was the tremendous scope of this subject matter. The experienced teacher originally responsible for the coding of all items in this resource unit believed that the topic was too large in scope to include a content outline which would be meaningful to any experienced teacher. (In like manner, illustration 6, related to the unit U. S. Constitution, shows no measuring devices. Since this illustration is a reproduction of a carbon copy of the resource guide used by teachers in a team-teaching situation whose students were then subjected to various measuring devices for data gathering purposes, no measuring devices were listed for the specific teachers. In future resource guides, however, measuring devices will be printed in Part A.)

Illustration 8

C.C.P.
Educ.
SUNYAB

Teacher's Name H. Humphrey
School 93rd Street - Niagara Falls

RESOURCE GUIDE

Selection of Objectives

To The Teacher:

Circle only those numbers which correspond to objectives you have chosen from the total list.

(Resource Unit: Communication)

OBJECTIVES

[✓ 1]	[✓ 2]	3	4	5	6	[✓ 7]	[✓ 8]	9	[✓ 10]
11	12	13	14	[✓ 15]	16	17	18	19	20
21	[✓ 22]	23	24	25	26	[✓ 27]	28	[✓ 29]	30
31	[✓ 32]	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	[✓ 54]	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	[✓ 86]	87	88	89	90
91	92	93	94	95	96	97	98	99	100
[✓ 101]	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

RETURN TO:

Center for Curriculum Planning
School of Education - 220A Foster Hall
State University of New York at Buffalo
3435 Main Street
Buffalo, New York 14214

Illustration 9

C.C.P.
Educ.
SUNYAB

LEARNER
RESOURCE GUIDE - INFORMATION SHEET

School 93rd Street School
Teacher Mrs. Humphrey
Student Number ____________
Student Name Mary Doe

Instructions: Circle the code numbers of those variables which apply to the individual student listed above.

I.Q.

00 (75-89)
[✓ 01 (90-109)]
02 (110-130)
03 (above 130)

Social Class

05 (Lower-Lower)
06 (Upper-Lower)
[✓ 07 (Lower-Middle)]
08 (Upper-Middle)
09 (Lower-Upper)
10 (Upper-Upper)

Reading Level (Secondary School)

12 (below 7th grade)
13 (7th grade)
14 (8th grade)
15 (9th grade)
16 (10th grade)
17 (11th grade)
18 (12th grade)
19 (above 12th grade)

Reading Level (Elementary School)

20 (first grade)
21 (second grade)
22 (third grade)
[✓ 23 (fourth grade)]
24 (fifth grade)
25 (sixth grade)
26 (above sixth)

Sex

27 (male)
[✓ 28 (female)]

Grade Level (Secondary School)

30 (7th)
31 (8th)
32 (9th)
33 (10th)
34 (11th)
35 (12th)

Grade Level (Elementary School)

37 (first)
38 (second)
[✓ 39 (third)]
40 (fourth)
41 (fifth)
42 (sixth)

Interests (Secondary School)

130 Social Sciences
131 Physical Science
132 Natural Science
133 Humanities
134 Fiction
135 Biography
136 Autobiography
137 Poetry
138 Music
139 Math
140 Industrial Arts
141 Art
142 Creative Writing
143 Adventure
144 Non-fiction

Interests (Elementary School)

146 Everyday experiences
147 Early days
148 Modern wonders
149 Other places
150 Animals
151 Famous People
152 Old tales
153 Natural phenomenon
[✓ 154 Fun and humor]
155 Numbers
[✓ 156 Music and rhythm]
157 Making things
158 Adventure
[✓ 159 Non-fiction]

Vital Statistics

161 Only child
162 Twin
163 Oldest child
164 Youngest child
165 Parents separated
166 Father deceased
167 Mother deceased
168 Adopted child
169 Cared for by guardian

Handicap-Behavior

170 Physical handicap
171 Aggressive behavior
172 Withdrawn behavior
173 I.Q. under 75

Developmental Tasks (Secondary School)

44 Accepting one's physique and achieving a masculine or feminine social role
45 Achieving new and more mature relations with age-mates of both sexes
46 Achieving emotional independence of parents and other adults
47 Achieving assurance of economic independence
48 Selecting and preparing for an occupation
49 Developing intellectual skills and concepts necessary for civic competence
50 Desiring and achieving socially responsible behavior
51 Preparing for marriage and family life
52 Acquiring a set of values and an ethical system as a guide to behavior

Developmental Tasks (Elementary School)

54 Learning physical skills necessary for ordinary games
[✓ 55] Building wholesome attitudes toward oneself as a growing organism
[✓ 56] Learning to get along with age-mates
57 Learning an appropriate masculine or feminine social role
[✓ 58] Developing fundamental skills in reading, writing, and calculating
[✓ 59] Developing concepts necessary for everyday living
60 Developing conscience, morality, and a scale of values
61 Achieving personal independence
[✓ 62] Developing attitudes toward social groups and institutions.

Illustration 10

OBJECTIVE NO. 15 ---
TO HELP THE CHILD TO UNDERSTAND HOW COMMUNICATION AFFECTS SOCIAL ECONOMIC AND POLITICAL STANDARDS.

LARGE GROUP ACTIVITIES

D.A. WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE RETURN ADDRESS.

D.A. BRING IN SAMPLES OF NEWSPAPERS OR MAGAZINES IN LANGUAGES OTHER THAN ENGLISH. TELL ABOUT THEM.

D.A. PLAN AND PREPARE A CLASS NEWSPAPER.

D.A. DISCUSS WAYS IN WHICH CERTAIN ARTS. WITHOUT THE OF LANGUAGE. SHARE INFORMATION (ART)

D.A. INVITE A TEACHER OF THE DEAF OR BLIND TO DEMONSTRATE AND DISCUSS MEANS OF COMMO USED. OR VISIT SPECIAL CLASSROOMS FOR SIGHT-SAVING AND THE HARD OF HEARING AND OBSERVE METHODS AND INSTRUMENTS OF COMMO USED.

D.A. VISIT A LOCAL RADIO STATION.

D.A. VISIT A TELEGRAPH OFFICE WESTERN UNION

D.A. FIND OUT HOW WRITTEN LANGUAGE BEGAN AND HOW IT HAS BEEN EXTENDED THROUGH THE USE OF PRINTING. THE FOLLOWING QUESTIONS WILL HELP DIRECT YOUR STUDY. WHAT WERE THE STEPS THROUGH WHICH WRITING DEVELOPED. WHAT MATERIALS WERE USED FOR WRITING IN THE EARLY DAYS. COMPARE THESE MATERIALS WITH THE ONES WE USE TODAY. HOW WERE BOOKS MADE DURING THE MIDDLE AGES. BEFORE PRINTING WAS INVENTED. COMPARE MEDIEVAL BOOK WITH MODERN BOOKS AS TO METHODS OF PRODUCTION. NUMBERS. SUBJECTS. AND ILLUSTRATIONS. HOW DID PRINTING BEGIN. WHAT HAVE BEEN THE IMPROVEMENTS IN PRINTING DEVICES SINCE THE EARLY PRINTING PRESS. FIND OUT HOW A MODERN PRINTING PLANT IS EQUIPPED.

D.A. LIST THE MANY WAYS IN WHICH YOU THINK COMMO IS IMPORTANT IN OUR DAILY LIVES.

D.A. FIND AND BRING TO SCHOOL NEWS ITEMS WRITTEN IS SUCH A WAY THAT THEY REFLECT THE OPINIONS OF THE PAPER. PICK OUT SOME OF THE WORDS AND SENTENCES THAT INDICATE BIAS. TRY TO FIND THE SAME NEWS ITEM REPORTED BY A PAPER WITH OPPOSITE VIEWS. COMPARE THE TWO VIEWPOINTS.

D.A. TRANSPORTATION AND COMMO ARE SAID TO BE TWO OUTSTANDING FACTORS IN THE DEVELOPMENT OF OUR CIVILIZATION. DISCUSS THIS STATEMENT AND. IF YOU THINK IT IS TRUE. GIVE EXAMPLES AND REASONS.

DEV. DISCUSS HOW THE COMMUNICATION MEDIA AND SERVICES AFFECT BUSINESS IN OUR COMMUNITY.

DEV. DISCUSS QUESTIONS SUCH AS. A) IN RADIO OR TV. FOR EXAMPLE. WILL AN ADVERTISER ORDINARILYBUY TIME ON A STATION WHICH DOES NOT REACH OR ATRACT THE AUDIENCE HE NEEDS. TO MAINTAIN AUDIENCE. CAN A STATION IN THE LONG RUN GIVE PEOPLE WHAT IT DECIDES BEST FOR THEM. OR MUST IT GIVE PEOPLE WHAT THEY WANT.C. IN A DEMOCRACY. WHO DECIDES WHAT IS BEST. AND HOW MANY OPINIONS VARY ON THE SUBJECT. D. IF PUBLIC INFORMATION MEDIA HELP TO INFLUENCE OR CREATE WANTS AND MOLD PUBLIC OPINION. DOES PUBLIC OPINION OR TASTE AT THE SAME TIME HELP TO DETERMINE WHAT MAY BE PROFITABLY CARRIED VIA MASS MEDIA. E) DO NORMAL PEOPLE AS A RULE ALWAYS BEHAVE AND LIVE ACCORDING TO THEIR IRRATIONAL MOTIVATIONS. EVEN WHEN SPECIAL OR TEMPTING APPEALS MAY BE MADE TO THESE MOTIVATIONS.

DEV. DISCUSS THE DIFFERENCES BETWEEN DIPLOMACY AND PROPAGANDA. HOW DO THESE FUNCTION IN WORLD COMMUNICATIONS.

DEV. VISIT A NEWSPAPER PLANT.

DEV. VISIT A RADIO STATION DURING A NEWS BROADCAST.

I.A. CISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. INTRODUCE CHILDREN TO THE SUBJECT OF COMMO THROUGH THEIR IMMEDIATE ENVIRONMENT.

I.A. APPROACH THROUGH INTEREST IN PRESENT-DAY PROBLEMS. A) PROBLEM OF THE PRESS B) OF ADVERTISING AND ITS INFLUENCE UPON BOTH TRADE AND STANDARDS OF LIVING C) OF PROPAGANDA D) OF FACILITATING AND EXPEDITING TRADE AND COMMERCE. E) OF SAFEGUARDING LIFE AND PROPERTY FROM HURRICANES. STORMS AT SEA. AND OTHER DANGERS.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY. ANGER. SURPRISE. OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS. SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. REVIEW THE ENTIRE UNIT THROUGH REPORTS. DISCUSSIONS. MATCHING GAMES. PUZZLES. AND OR A SERIES OF SIMPLE TESTS INCLUDING MULTIPLE CHOICE. COMPLETION. AND MATCHING TESTS.

SMALL GROUP ACTIVITIES

D.A. WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE RETURN ADDRESS.

D.A. PLAN AND PREPARE A CLASS NEWSPAPER.

D.A. DISCUSS WAYS IN WHICH CERTAIN ARTS. WITHOUT THE OF LANGUAGE. SHARE INFORMATION (ART)

D.A. FIND OUT HOW WRITTEN LANGUAGE BEGAN AND HOW IT HAS BEEN EXTENDED THROUGH THE USE OF PRINTING. THE FOLLOWING QUESTIONS WILL HELP DIRECT YOUR STUDY. WHAT WERE THE STEPS THROUGH WHICH WRITING DEVELOPED. WHAT MATERIALS WERE USED FOR WRITING IN THE EARLY DAYS. COMPARE THESE MATERIALS WITH THE ONES WE USE TODAY. HOW WERE BOOKS MADE DURING THE MIDDLE AGES. BEFORE PRINTING WAS INVENTED. COMPARE MEDIEVAL BOOK WITH MODERN BOOKS AS TO METHODS OF PRODUCTION. NUMBERS. SUBJECTS. AND ILLUSTRATIONS. HOW DID PRINTING BEGIN. WHAT HAVE BEEN THE IMPROVEMENTS IN PRINTING DEVICES SINCE THE EARLY PRINTING PRESS. FIND OUT HOW A MODERN PRINTING PLANT IS EQUIPPED.

D.A. LIST THE MANY WAYS IN WHICH YOU THINK COMMO IS IMPORTANT IN OUR DAILY LIVES.

D.A. FIND AND BRING TO SCHOOL NEWS ITEMS WRITTEN IS SUCH A WAY THAT THEY REFLECT THE OPINIONS OF THE PAPER. PICK OUT SOME OF THE WORDS AND SENTENCES THAT INDICATE BIAS. TRY TO FIND THE SAME NEWS ITEM REPORTED BY A PAPER WITH OPPOSITE VIEWS. COMPARE THE TWO VIEWPOINTS.

D.A. TRANSPORTATION AND COMMO ARE SAID TO BE TWO OUTSTANDING FACTORS IN THE DEVELOPMENT OF OUR CIVILIZATION. DISCUSS THIS STATEMENT AND. IF YOU THINK IT IS TRUE. GIVE EXAMPLES AND REASONS.

DEV. APPOINT A COMMITTEE EACH WEEK WHOSE MEMBERS WILL WRITE BRIEF RECOMMENDATIONS OF ESPECIALLY WORTH-WHILE RADIO. TELEVISION. AND MOTION PICTURE PROGRAMS. POST THREE OF THESE ON THE BULLETIN BOARD.

DEV. STUDY AND REPORT ON COMMUNICATION CONTRASTS INVVARIOUS PARTS OF THE WORLD. AS BETWEEN SWEDEN AND INDIA. FOR EXAMPLE OR THE U.S. AND CHINA. RELATE TO EXTENT OF INDUSTRIALIZATION. GENERAL LITERACY LEVEL. AND STANDARDS OF LIVING.

DEV. DISCUSS HOW THE COMMUNICATION MEDIA AND SERVICES AFFECT BUSINESS IN OUR COMMUNITY.

DEV. DISCUSS QUESTIONS SUCH AS. A) IN RADIO OR TV. FOR EXAMPLE. WILL AN ADVERTISER ORDINARILYBUY TIME ON A STATION WHICH DOES NOT REACH OR ATRACT THE AUDIENCE HE NEEDS. TO MAINTAIN AUDIENCE. CAN A STATION IN THE LONG RUN GIVE PEOPLE WHAT IT DECIDES BEST FOR THEM. OR MUST IT GIVE PEOPLE WHAT THEY WANT.C. IN A DEMOCRACY. WHO DECIDES WHAT IS BEST. AND HOW MANY OPINIONS VARY ON THE SUBJECT. D. IF PUBLIC INFORMATION MEDIA HELP TO INFLUENCE OR CREATE WANTS AND MOLD PUBLIC OPINION. DOES PUBLIC OPINION OR TASTE AT THE SAME TIME HELP TO DETERMINE WHAT MAY BE PROFITABLY CARRIED VIA MASS MEDIA. E) DO NORMAL PEOPLE AS A RULE ALWAYS BEHAVE AND LIVE ACCORDING TO THEIR IRRATIONAL MOTIVATIONS. EVEN WHEN SPECIAL OR TEMPTING APPEALS MAY BE MADE TO THESE MOTIVATIONS.

DEV. ASK PUPILS TO LIST EXAMPLES OF MESSAGES THEY RECEIVE OR ARE AVAILABLE TO THEM. BUT WHICH DO NOT COME TO THEIR ATTENTION. SUCH AS UNREAD BOOKS IN SCHOOL OR CITY LIBRARY. SECTIONS OF THE NEWSPAPRE WHICH PUPILS DO NOT ORDINARILY READ. RADIO AND TELEVION PROGRAMS WHICH PUPILS DO NOT ORDINARILY WATCH. IN WHAT WAY DO CERTAIN MESSAGES BID FOR OUR ATTENTION. HOW DO OUR OWN INTERESTS OR EXPERIENCES DETERMINE THE KINDS OF MESSAGES TO WHICH WE GIVE ATTENTION.

DEV. DISCUSS THE DIFFERENCES BETWEEN DIPLOMACY AND PROPAGANDA. HOW DO THESE FUNCTION IN WORLD COMMUNICATIONS.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. APPROACH THROUGH INTEREST IN PRESENT-DAY PROBLEMS. A) PROBLEM OF THE PRESS B) OF ADVERTISING AND ITS INFLUENCE UPON BOTH TRADE AND STANDARDS OF LIVING C) OF PROPAGANDA D) OF FACILITATING AND EXPEDITING TRADE AND COMMERCE. E) OF SAFEGUARDING LIFE AND PROPERTY FROM HURRICANES. STORMS AT SEA. AND OTHER DANGERS.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

INSTRUCTIONAL MATERIALS

BOOK BOND, GUY L., ET AL. JUST FOR FUN. CHICAGO, LYONS AND CARNAHAN. 1954 PP90-100

BOOK BUCHHEIMER, NAOMI. LETS GO TO THE TELEPHONE COMPANY. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BURKHARDT, RICHARD W., AND ANN G. MCGUINNESS. OUR NEIGHBORHOOD. CHICAGO, BECKLEY-CARDY COMPANY, 1955 PP. 89-167

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK, THE MACMILLAN CO. 1951. PP14-20

BOOK FISHER, LOIS. LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1951.

BOOK GATES, ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK, THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK GRAY, WILLIAM S., ET AL. THE NEW MORE FRIENDS AND NEIGHBORS. CHICAGO, SCOTT, FORESMAN AND CO. 1956 PP. 92-96

BOOK GREENE, CARLA. IWANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK HANNA, PAUL R., AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO, SCOTT, FORESMAN AND CO., 1958 PP. 42-49

BOOK HANNA, PAUL., GENEVIEVE ANDERSON HOYT, AND WILLIAM S. GRAY. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND CO. 1937 PP. 50-52

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN, E.M. HALE AND CO. 1943. PP. 88-89.

BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON, HOUGHTON MIFFLIN CO. 1949. PP108-130.

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957 PP219-231

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. ON CHERRY STREET. BOSTON, GINN AND COMPANY 1957 PP128-33

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. WE ARE NEIGHBORS. BOSTON, GINN AND COMPANY 1957. PP. 164-67

BOOK SOOTIN, LAURA. LETS GO TO A NEWSPAPER. NEW YORK, G.P. PUTNAMS SONS, 1956.

BOOK TIPPETT, JAMES S. SEARCH FOR SAMMIE. NASHVILLE, THE ABINGDON PRESS, 1954.

BOOK WEAR, TED. BROWNIE MAKES THE HEADLINES. NEW YORK, JULIAN MESSNER, INC., 1953.

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO WORK IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN, E.M. HALE AND COMPANY, 1943. PP.76-77.

BOOKS HANNA AND HOYT, SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND COMPANY, 1937, PP. 75-84.

BOOKS BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER. NEW YORK AMERICAN BOOK COMPANY. 1949. PP. 208-214 THE CITY WOODCAUCK

BOOKS BEATY.JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO. BECKLEY-CARDY COMPANY. 1938. PP. 120-122.

BOOK BETTS, EMMETTA., AND CAROLYN M. WELCH. OVER A CITY BRIDGE. NEW YORK, AMERICAN BOOK COMPANY, 1949 PP. 204-207.

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS. 1957. PP. 171-190.

FILM THE TOY TELEPHONE TRUCK.

FILMS PIERRO AND THE TELEPHONE.

FILMS JACK SEES THE NEWS MADE.

BOOKS SONGS THE AMERICAN SINGER BOOK 3 MY RADIO P103.

BOOK GLENN ET. AL. TUNING UP SONG THE RADIO.

MEASURING DEVICES

EVAL. DOES THE CHILD HAVE AN APPRECIATION FOR THE IMPORTANCE OF COMMUNICATION.

EVAL. HAS THE CHILD LEARNED AN ATTITUDE OF MUTUAL INTERDEPENDENCE.

EVAL. DOES THE CHILD UNDERSTAND THE IMPORTANCE OF COMMUNICATION.

EVAL. DOES THE CHILD UNDERSTAND HOW COMMUNICATION CAN EFFECT THE COMMUNITY.

EVAL. DOES THE CHILD KNOW WHY THE SPEED OF COMMUNICATION IS IMPORTANT IN MANY CASES.

EVAL. DOES THE CHILD REALIZE THAT COMMUNICATION IS A WORLD WIDE PROCESS BY WHICH ALL MAY PROFIT.

EVAL. DOES THE CHILD REALIZE THAT BECUASE COMMUNICATION HAS HELPED TO MAKE OUR WORLD SMALLER, THAT ALL PEOPLE IN THE WORLD ARE IMPORTANT TO US.

EVAL. DOES THE CHILD UNDERSTAND THAT A RELATIONSHIP BETWEEN COMMUNICATIONAL FREEDOM AND THE GENERAL LEVEL OF EDUCATION AND LITERACY IS A DIRECT RELATIONSHIP.

EVAL. DOES THE CHILD REALIZE THAT EFFECTIVE COMMUNICATION SYSTEMS CAN EFFECT OF ECONOMIC, SOCIAL + POLOTICAL LIFE.

EVAL. DOES THE CHILD KNOW SOME CONTRIES WHICH MASS COMMUNICATION MEDIA ARE OR HAVE BEEN CONTROLLED BY AUTHORITARIAN GOVERNMENT.

EVAL. DOES THE CHILD KNOW WHAT CONSTITUTES EFFECTIVE COMMUNICATION

EVAL. DOES THE CHILD UNDERSTAND HISTORICAL CONCEPTS.

EVAL. DOES THE CHILD UNDERSTAND RELATIONSHIPS.

EVAL. DOES THE CHILD MAKE LOGICAL GENERALIZATIONS.

EVAL. MEASURING DEVICES B. ORAL REPORTS TO CHECK ON GROWTH

EVAL. MEASURING DIVICES. D) SELF EVALUATION BY THE CHILD MEMEOGRAPHED SHEETS GIVEN EACH CHILD FOR CHECKING HIS OWN GROWTH.

EVAL. MEASURING DEVICES. E. EVALUATION BY HIS PEERS A GUESS WHO FEST BY WHICH CHILDREN EVALUATE EACH OTHER SEE LOUIS RATHS GUESS WHO TEST. DISTRIBUTED BY OHIO STATE SCHOLARSHIP TESTS STATE DEPARTMENT OF EDUCATION. THE DEVELOPMENT OF A GUESS WHO TYPE OF TEST EDUCATIONAL RESEARCH BULLETIN XXII. NO. 3. (MARCH 17,1943).

EVAL. MEASURING DEVICES. G. TEACHER OBSERVATION

EVAL. CHECK LIST OF OBJECTIVES ACCOMPLISHED.

EVAL. PAPER PENCIL ESSAYS

EVAL. RATING SCALE

EVAL. LOG DIARY

OBJECTIVE NO. 22 ---

TO UNDERSTAND THAT WE ARE INDEBTED TO MANY WORKERS WHO AID IN CONTROLLING, MANTAINING AND OPERATING THE VARIOUS INVENTIONS USED IN COMMUNICATION.

CONTENT OUTLINE

D.A. VISIT LOCAL POST OFFICE TO SEE HOW MAIL IS HANDLED.

LARGE GROUP ACTIVITIES

D.A. PLAN AND PREPARE A CLASS NEWSPAPER.

D.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES. SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

D.A. MAKE A CLASS SURVEY TO FIND OUT HOW MANY PARENTS ARE ENGAGED IN SOME FORM OF COMMO WORK. PREPARE A LIST OF DIFFERENT KINDS OF WORK, AND THEN COUNT THE NUMBER OF PARENTS WHO FIT EACH CATEGORY. DISCUSS THEIR IMPORTANCE IN MAKING THE COMMUNITY A BETTER PLACE IN WHICH TO LIVE. SHOW HOW THEY HELP EACH OTHER IN THE COMMUNITY.

D.A. STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL OR AUTOMOBILE RACING, OR USED IN VARIOUS KINDS OF WORK SUCH AS THE OPERATION OF A RAILROAD.

D.A. INVITE SCHOOL LIBRARIAN TO DISCUSS THE LIBRARY AS A MEANS OF COMMO

D.A. LIST SOME EVERYDAY COMMUNICATIONAL DEVICES WHICH WE TAKE FOR GRANTED. THEN IN A SHORT TALK OR COMPOSITION, DESCRIBE HOW YOUR DAILY LIFE WOULD BE AFFECTED IF WE DID NOT HAVE THESE.

D.A. VISIT A LOCAL RADIO STATION.

D.A. VISIT A TELEGRAPH OFFICE WESTERN UNION

D.A. FIND OUT HOW WRITTEN LANGUAGE BEGAN AND HOW IT HAS BEEN EXTENDED THROUGH THE USE OF PRINTING. THE FOLLOWING QUESTIONS WILL HELP DIRECT YOUR STUDY. WHAT WERE THE STEPS THROUGH WHICH WRITING DEVELOPED. WHAT MATERIALS WERE USED FOR WRITING IN THE EARLY DAYS. COMPARE THESE MATERIALS WITH THE ONES WE USE TODAY. HOW WERE BOOKS MADE DURING THE MIDDLE AGES. BEFORE PRINTING WAS INVENTED. COMPARE MEDIEVAL BOOK WITH MODERN BOOKS AS TO METHODS OF PRODUCTION. NUMBERS. SUBJECTS. AND ILLUSTRATIONS. HOW DID PRINTING BEGIN. WHAT HAVE BEEN THE IMPROVEMENTS IN PRINTING DEVICES SINCE THE EARLY PRINTING PRESS. FIND OUT HOW A MODERN PRINTING PLANT IS EQUIPPED.

D.A. COLLECT THE FOLLOWING BLANKS AND LEARN TO FILL OUT EACH ONE CORRECTLY. TELEGRAPH. CABLE AND MONEY ORDER.

D.A. FIND OUT THE COMPARATIVE COSTS OF TELEPHONING AND TELEGRAPHING FROM YOUR CITY TO SOME OTHER CITY TWO OR THREE HUNDRED MILES AWAY. WHICH IS HIGHER. WHY.

DEV. VISIT A RADIO STATION DURING A NEWS BROADCAST.

DEV. LEARN THAT ADVERTISEMENTS IN NEWSPAPERS. RADIO + TELEVISION PROGRAMS COST MONEY.

DEV. FIND OUT THE PRICES OF RECORDS + MAKE ORIGINAL PROBLEM USING THESE PRICES.

DEV. LIST SOME OF THE TRAINED WORKERS WHO CONTRIBUTE THEIR SERVICE IN SENDING MESSAGES.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. AROUSE THE CURIOSITY OF PUPILS THROUGH PLACING ON THE CHALKBOARD A MESSAGE IN IDEOGRAPHIC FORM OR MORSE CODE.

I.A. INTRODUCE CHILDREN TO THE SUBJECT OF COMMO THROUGH THEIR IMMEDIATE ENVIRONMENT.

I.A. APPROACH THROUGH INTEREST IN PRESENT-DAY PROBLEMS. A) PROBLEM OF THE PRESS B) OF ADVERTISING AND ITS INFLUENCE UPON BOTH TRADE AND STANDARDS OF LIVING C) OF PROPAGANDA D) OF FACILITATING AND EXPEDITING TRADE AND COMMERCE. E) OF SAFEGUARDING LIFE AND PROPERTY FROM HURRICANES. STORMS AT SEA. AND OTHER DANGERS.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE. HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES. OR HAVE LISTENED IN ON A RADIO-TELEPHONE. LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

CULM. PLAN AN ASSEMBLY PROGRAM. SHOW THROUGH PICTURES AND TALKS THE DEVELOPMENT OF COMMO THROUGH ITS VARIOUS STAGES.

CULM. REVIEW THE ENTIRE UNIT THROUGH REPORTS. DISCUSSIONS. MATCHING GAMES. PUZZLES. AND OR A SERIES OF SIMPLE TESTS INCLUDING MULTIPLE CHOICE. COMPLETION. AND MATCHING TESTS.

SMALL GROUP ACTIVITIES

D.A. PLAN AND PREPARE A CLASS NEWSPAPER.

D.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES, SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

D.A. STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL OR AUTOMOBILE RACING, OR USED IN VARIOUS KINDS OF WORK SUCH AS THE OPERATION OF A RAILROAD.

D.A. ASSIGN REPORTS ON VOICE AND CODE RADIO, HAM RADIO, RADAR, LORAN, SHORAN

D.A. EXPERIMENT WITH A HAND PRINTING SET.

D.A. FIND OUT HOW WRITTEN LANGUAGE BEGAN AND HOW IT HAS BEEN EXTENDED THROUGH THE USE OF PRINTING. THE FOLLOWING QUESTIONS WILL HELP DIRECT YOUR STUDY. WHAT WERE THE STEPS THROUGH WHICH WRITING DEVELOPED. WHAT MATERIALS WERE USED FOR WRITING IN THE EARLY DAYS. COMPARE THESE MATERIALS WITH THE ONES WE USE TODAY. HOW WERE BOOKS MADE DURING THE MIDDLE AGES, BEFORE PRINTING WAS INVENTED. COMPARE MEDIEVAL BOOK WITH MODERN BOOKS AS TO METHODS OF PRODUCTION, NUMBERS, SUBJECTS, AND ILLUSTRATIONS. HOW DID PRINTING BEGIN. WHAT HAVE BEEN THE IMPROVEMENTS IN PRINTING DEVICES SINCE THE EARLY PRINTING PRESS. FIND OUT HOW A MODERN PRINTING PLANT IS EQUIPPED.

D.A. COLLECT THE FOLLOWING BLANKS AND LEARN TO FILL OUT EACH ONE CORRECTLY, TELEGRAPH, CABLE AND MONEY ORDER.

D.A. FIND OUT THE COMPARATIVE COSTS OF TELEPHONING AND TELEGRAPHING FROM YOUR CITY TO SOME OTHER CITY TWO OR THREE HUNDRED MILES AWAY. WHICH IS HIGHER. WHY.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. AROUSE THE CURIOSITY OF PUPILS THROUGH PLACING ON THE CHALKBOARD A MESSAGE IN IDEOGRAPHIC FORM OR MORSE CODE.

I.A. APPROACH THROUGH INTEREST IN PRESENT-DAY PROBLEMS. A) PROBLEM OF THE PRESS B) OF ADVERTISING AND ITS INFLUENCE UPON BOTH TRADE AND STANDARDS OF LIVING C) OF PROPAGANDA D) OF FACILITATING AND EXPEDITING TRADE AND COMMERCE. E) OF SAFEGUARDING LIFE AND PROPERTY FROM HURRICANES, STORMS AT SEA, AND OTHER DANGERS.

CULM. PLAN AN ASSEMBLY PROGRAM. SHOW THROUGH PICTURES AND TALKS THE DEVELOPMENT OF COMMO THROUGH ITS VARIOUS STAGES.

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MEASURING DEVICES

EVAL. IS THE CHILD APPRECIATIVE OF THE EFFORTS OF THE MANY WORKERS WHO HAVE HELPED TO SATISFY HIS NEEDS + DESIRES THROUGH COMMUNICATION.

EVAL. DOES THE CHILD HAVE A GENERAL KNOWLEDGE OF TELEPHONE WORKERS + TELEPHONE AMENITIES.

EVAL. DOES THE CHILD HAVE A GENERAL KNOWLEDGE OF THE POSTAL SYSTEM, SUCH AS. A. HOW MAIL TRAVELS B. THE NECESSITY FOR STAMPS + THE COST OF COMMON ONES. C. THE MEANING OF CANCELLATION AND POSTMARKS. D. THE PROCESSING OF A LETTER FROM THE CORNER MAILBOX TO ITS DESTINATION E. THE DIFFERENCE BETWEEN REGISTRED MAIL SPECIAL DELIVERY. AIR MAIL FIRST SECOND + THIRD CLASS MAIL.

EVAL. HAS THE CHILD LEARNED AN ATTITUDE OF MUTUAL INTERDEPENDENCE.

EVAL. HAS HE CULTIVATED A DEEP RESPECT FOR THE WORTH AND DIGNITY OF THE INDIVIDUAL.

EVAL. DOES THE CHILD UNDERSTAND THE COMPLEXITY OF TECHNOLOGY NEEDED IN MANY FORMS OF COMMUNICATIONS.

EVAL. DOES THE CHILD UNDERSTAND RELATIONSHIPS.

EVAL. DOES THE CHILD MAKE LOGICAL GENERALIZATIONS.

EVAL. DOES THE CHILD REALIZE HOW PHYSICAL ENVIRONMENT EFFECTS MAN + HIS COMMUNICATION.

EVAL. MEASURING DEVICES B. ORAL REPORTS TO CHECK ON GROWTH

EVAL. MEASURING DIVICES. D) SELF EVALUATION BY THE CHILD MEMEOGRAPHED SHEETS GIVEN EACH CHILD FOR CHECKING HIS OWN GROWTH.

EVAL. MEASURING DEVICES. E. EVALUATION BY HIS PEERS A GUESS WHO FEST BY WHICH CHILDREN EVALUATE EACH OTHER SEE LOUIS RATHS GUESS WHO TEST. DISTRIBUTED BY OHIO STATE SCHOLARSHIP TESTS STATE DEPARTMENT OF EDUCATION. THE DEVELOPMENT OF A GUESS WHO TYPE OF TEST EDUCATIONAL RESEARCH BULLETIN XXII. NO. 3. (MARCH 17,1943).

EVAL. MEASURING DEVICES. G. TEACHER OBSERVATION

EVAL. CHECK LIST OF OBJECTIVES ACCOMPLISHED.

EVAL. PAPER PENCIL ESSAYS

OBJECTIVE NO. 29 ---
TO UNDERSTAND WHAT THE IMPORTANT DEVELOPMENTS WERE IN ELECTRONIC COMMUNICATIONS.

LARGE GROUP ACTIVITIES

D.A. EXPERIMENT WITH SOUND PRODUCTION USING THE TAPE RECORDER OR PHONOGRAPH.

D.A. MAKE AN ELECTRO-MAGNET-1) WRAP THIN WIRE AROUND NAIL MAKING BOTH ENDS A + B COME OUT IN THE SAME DIRECTION. 2) ATTACH WIRE ENDS A+B TO POSITIVE + NEGATIVE POSTS OF DRY CELL BATTERY. 3) THE MAGNET WILL ATTRACT ALL STEEL OR IRON OBJECTS AS WELL AS SOME OF NICKEL + ALUMINUM. THE ELECTRO-MAGNET IS AN IMPORTANT PART OF BOTH THE TELEPHONE + THE TELEGRAPH.

D.A. MAKE A LARGE BULLETIN BOARD DISPLAY. MURAL OR LINE CHART COMPARING COMMO OF EARLY DAYS AND NOW.

D.A. VISIT A LOCAL RADIO STATION.

D.A. VISIT A TELEGRAPH OFFICE WESTERN UNION

DEV. READ FICTION ABOUT AND BIOGRAPHIES OF SUCH MEN AS. FRANKLIN. MORSE. BELL. AND MARCONI.

DEV. TAKE A TRIP TO THE MUSEUM TO SEE THEIR COMMUNICATION EXHIBIT FOR EARLY REPLICAS OF COMMUNICATION SYSTEMS.

DEV. DISCOVER. AND MAKE MAGNETS AND TELL HOW THEY OPERATE.

DEV. VISIT A RADIO STATION DURING A NEWS BROADCAST.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

E.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

E.A. AROUSE THE CURIOSITY OF PUPILS THROUGH PLACING ON THE CHALKBOARD A MESSAGE IN IDEOGRAPHIC FORM OR MORSE CODE.

CULM. PLAN AN ASSEMBLY PROGRAM. SHOW THROUGH PICTURES AND TALKS THE DEVELOPMENT OF COMMO THROUGH ITS VARIOUS STAGES.

CULM. PLAN AND CARRY OUT AN EXHIBIT OF MATERIALS GATHERED AND WORK DONE IN CONNECTION WITH THE UNIT. INVITE THE OTHER CLASSES AND OR PARENTS.

CULM. ARRANGE A DISPLAY OF DIFFERENT MEANS OF COMMO. THIS COULD INCLUDE PICTURES MADE BY CHILDREN. MOUNTED COMMERCIAL PICTURES. TOY TELEPHONES. TELEPHONES MADE BY THE CHILDREN. BATTERY TELEPHONES FROM THE TELEZONIA KIT. TOY TYPEWRITERS AND PRINTING SETS. NEWSPAPERS. MAIL BOXES. STAMP COLLECTIONS. PAPERMACHE POSTMAN. CARDBOARD TELEVISION SETS. PORTABLE RADIOS. AND MANY OTHER INTERESTING ITEMS.

CULM. INVITE ANOTHER CLASS OR THE PARENTS AND HAVE THE CHILDREN EXPLAIN THE PURPOSE OF THE VARIOUS ITEMS IN A DISPLAY.

CULM. REVIEW THE ENTIRE UNIT THROUGH REPORTS. DISCUSSIONS. MATCHING GAMES. PUZZLES. AND OR A SERIES OF SIMPLE TESTS INCLUDING MULTIPLE CHOICE. COMPLETION. AND MATCHING TESTS.

SMALL GROUP ACTIVITIES

D.A. EXPERIMENT WITH SOUND PRODUCTION USING THE TAPE RECORDER OR PHONOGRAPH.

D.A. MAKE AN ELECTRO-MAGNET-1) WRAP THIN WIRE AROUND NAIL MAKING BOTH ENDS A + B COME OUT IN THE SAME DIRECTION. 2) ATTACH WIRE ENDS A+B TO POSITIVE + NEGATIVE POSTS OF DRY CELL BATTERY. 3) THE MAGNET WILL ATTRACT ALL STEEL OR IRON OBJECTS AS WELL AS SOME OF NICKEL + ALUMINUM. THE ELECTRO-MAGNET IS AN IMPORTANT PART OF BOTH THE TELEPHONE + THE TELEGRAPH.

D.A. ASSIGN REPORTS ON VOICE AND CODE RADIO. HAM RADIO. RADAR. LORAN. SHORAN

D.A. MAKE A LARGE BULLETIN BOARD DISPLAY. MURAL OR LINE CHART COMPARING COMMO OF EARLY DAYS AND NOW.

DEV. WRITE MATERIAL FOR A RADIO BROADCAST.

DEV. ~~MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOP7ENT OF COMMUNICATION~~
DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. FIND OUT HOW THE U.S. WEATHER BUREAU GETS AND GIVES ITS MESSAGES TO THE WORLD. EXPLAIN THE IMPORTANCE OF THESE REPORTS TO BUSINESS. AIRPLANE TRANSPORTATION. ETC. EXPLAIN THE VALUE OF STORM WARNINGS.

DEV. GIVE REPORTS ON STORYTELLERS. SKALDS. TROUBADOURS. MINNESINGERS. BARDS AND MINSTRELS.

DEV. MAKE A COLLECTION OF OLD STORIES THAT HAVE BEEN HANDED DOWN ORALLY.

DEV. DRAMATIZE IMPORTANT HIGHLIGHTS IN THE DEVELOPMENT OF COMMUNICATION SYSTEMS. SUCH AS THE INVENTION OF THE TELEGRAPH. TELEPHONE. PHONOGRAPH. PHOTOGRAPHY. ETC.

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

DEV. BUILD A TELEPHONE SET WITH A TIN CANS AND WIRE OR STRING.

DEV. REPORT ON THE DEVELOPMENT OF MAGNETIC TAPE. STEROPHONIC RECORDINGS

DEV. KEEP A NAME THE MAN FILE BOX, WITH CARDS GIVING SHORT DESCRIPTIONS OF IMPORTANT PERSONS IN THE HISTORY OF COMMUNICATION AND USE THE CARDS TO PLAY GUESSING GAMES. PICTURES OF THESE PEOPLE MIGHT ALSO BE USED.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. AROUSE THE CURIOSITY OF PUPILS THROUGH PLACING ON THE CHALKBOARD A MESSAGE IN IDEOGRAPHIC FORM OR MORSE CODE.

CLLM. PLAN AN ASSEMBLY PROGRAM. SHOW THROUGH PICTURES AND TALKS THE DEVELOPMENT OF COMMO THROUGH ITS VARIOUS STAGES.

CLLM. ARRANGE A DISPLAY OF DIFFERENT MEANS OF COMMO. THIS COULD INCLUDE PICTURES MADE BY CHILDREN, MOUNTED COMMERCIAL PICTURES, TOY TELEPHONES, TELEPHONES MADE BY THE CHILDREN, BATTERY TELEPHONES FROM THE TELEZONIA KIT, TOY TYPEWRITERS AND PRINTING SETS, NEWSPAPERS, MAIL BOXES, STAMP COLLECTIONS, PAPERMACHE POSTMAN, CARDBOARD TELEVISION SETS, PORTABLE RADIOS, AND MANY OTHER INTERESTING ITEMS.

CLLM. INVITE ANOTHER CLASS OR THE PARENTS AND HAVE THE CHILDREN EXPLAIN THE PURPOSE OF THE VARIOUS ITEMS IN A DISPLAY.

INSTRUCTIONAL MATERIALS

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BCOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. ON CHERRY STREET. BOSTON. GINN AND COMPANY 1957 PP128-33

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FILM THE TOY TELEPHONE TRUCK.

FILMS SPEECHLESS BY MISTAKE - AVAIL AT THE SOUTHERN BELL TELEPHONE CO.

FILMS PIERRO AND THE TELEPHONE.

FILMS HOW WE USE THE TELEPHONE (AVAIL. AT SOUTHERN BELL TELEPHONE CO.)

BCUKS SONGS THE AMERICAN SINGER BOOK 3 MY RADIO P103.

BCOK GLENN ET. AL. TUNING UP SONG THE RADIO.

MEASURING DEVICES

EVAL. DOES THE CHILD HAVE A GENERAL KNOWLEDGE OF THE FACETS OF COMMUNICATION TAKEN UP IN THE UNIT.

EVAL. DOES THE CHILD KNOW SOME OF THE WAYS PEOPLE COMMUNICATE WITH ONE ANOTHER

EVAL. DOES THE CHILD KNOW WHY THE SPEED OF COMMUNICATION IS IMPORTANT IN MANY CASES.

EVAL. DOES THE CHILD KNOW THE SIMPLE EVOLUTION OF COMMUNICATION.

EVAL. DOES THE CHILD UNDERSTAND THE COMPLEXITY OF TECHNOLOGY NEEDED IN MANY FORMS OF COMMUNICATIONS.

EVAL. DOES THE CHILD REALIZE THAT THE IMPROVEMENT OF A COMMUNICATION SYSTEM IS NOT UNIQUE TO ANY ONE GROUP OF PEOPLE.

EVAL. DOEAS THE CHILD REALIZE THAT ALL PEOPLES HAVE MADE CONTRIBUITIONS TO OUR CIVILIZATION AND WE ARE INDEBTED FOR THEIR HELP.

EVAL. DOES THE CHILD UNDERSTAND HISTORICAL CONCEPTS.

EVAL. DOES THE CHILD UNDERSTAND RELATIONSHIPS.

EVAL. DOES THE CHILD REALIZE HOW PHYSICAL ENVIRONMENT EFFECTS MAN + HIS COMMUNICATION.

EVAL. MEASURING DEVICES B. ORAL REPORTS TO CHECK ON GROWTH

EVAL. MEASURING DEVICES. E. EVALUATION BY HIS PEERS A GUESS WHO FEST BY WHICH CHILDREN EVALUATE EACH OTHER SEE LOUIS RATHS GUESS WHO TEST. DISTRIBUTED BY OHIO STATE SCHOLARSHIP TESTS STATE DEPARTMENT OF EDUCATION. THE DEVELOPMENT OF A GUESS WHO TYPE OF TEST EDUCATIONAL RESEARCH BULLETIN XXII. NO. 3. (MARCH 17,1943).

EVAL. MEASURING DEVICES. F. OBJECTIVE TESTS. SUCH AS. 1) MULTIPLE CHOICE
ITEMS 2. MATCHING ITEMS 3 COMPLETION 4. FILL IN THE BLANK ITEMS.
5 LIST OR NUMBER IN CHRONOLOGICAL ORDER

EVAL. PAPER PENCIL ESSAYS

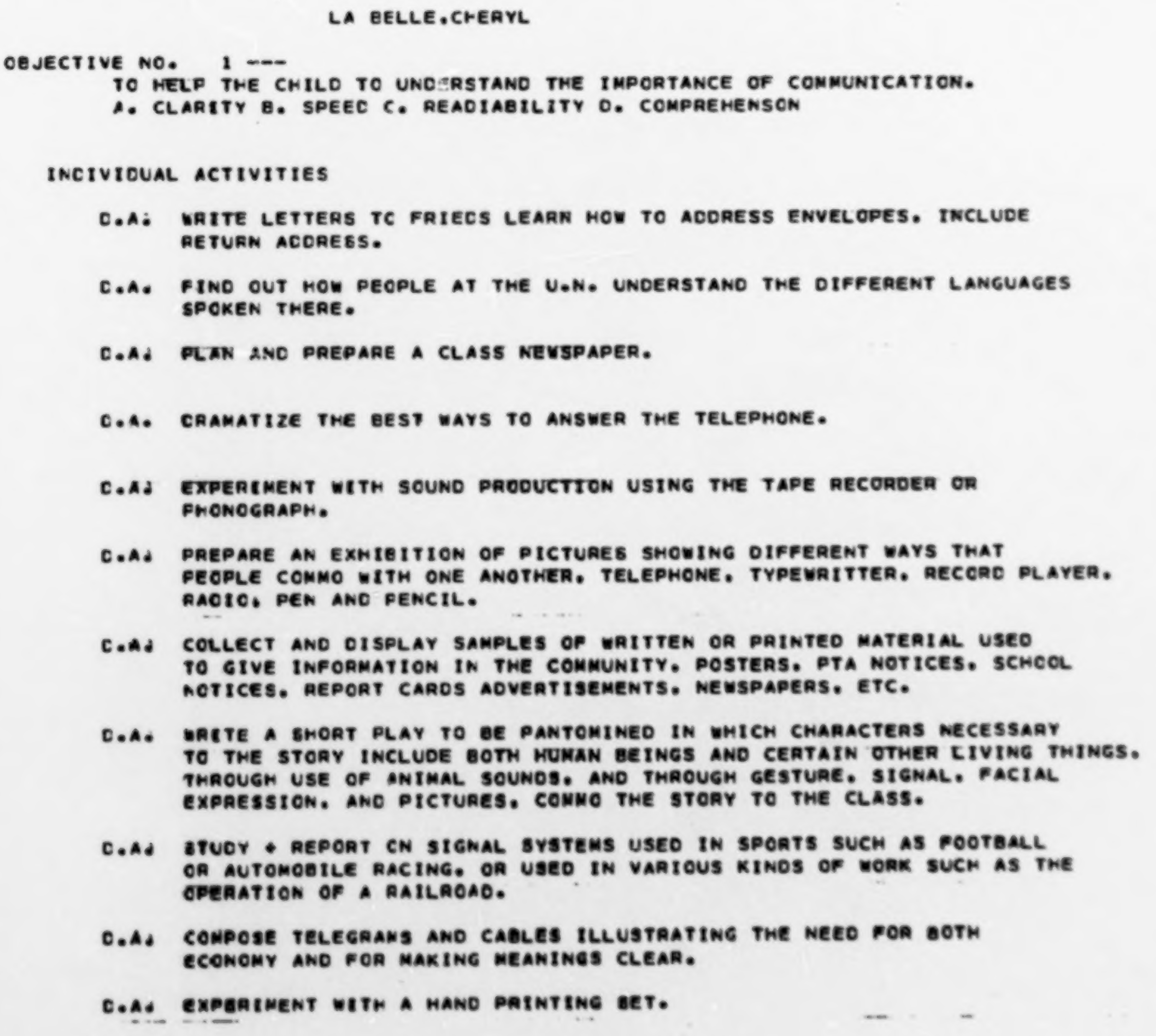
EVAL. RATING SCALE

EVAL. LOY DIARY

Illustration 11, taken from Part B of the resource guide on Communications, is an example of what a specific 3rd grade teacher received in regard to one student. Again, as in the previous illustrations, the teacher chose the objectives (13, in this case), and gave the Center for Curriculum Planning specific information about each learner. The objectives and the information about each learner were fed into the computer, and the retrieved suggestions printed for the teacher in order to help her pre-plan.

The following illustration is interesting because the print-out probably contains too many suggestions and lists too many instructional materials for each objective. It is conceivable that a teacher would have to struggle to determine what specific activities and instructional materials are apropos for this student. In other words, if a teacher lists too many objectives and identifies too many learner's interests, or developmental tasks, or the original coder of the items in the resource unit had not been careful in his screening, it is possible that for an individual student numerous suggestions could make the entire process meaningless to the teacher. This point is mentioned at this time merely to indicate the types of re-coding, re-programming, and re-allignment of directions given to teachers which has taken place throughout this past academic year as progress has been made on this project.

Illustration 11



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                  LA BELLE.CHERYL

OBJECTIVE NO.   1 ---
       TO HELP THE CHILD TO UNDERSTAND THE IMPORTANCE OF COMMUNICATION.
       A. CLARITY B. SPEED C. READIABILITY D. COMPREHENSON


   INDIVIDUAL ACTIVITIES

       D.A.  WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE
             RETURN ADDRESS.

       D.A.  FIND OUT HOW PEOPLE AT THE U.N. UNDERSTAND THE DIFFERENT LANGUAGES
             SPOKEN THERE.

       D.A.  PLAN AND PREPARE A CLASS NEWSPAPER.


       D.A.  DRAMATIZE THE BEST WAYS TO ANSWER THE TELEPHONE.


       D.A.  EXPERIMENT WITH SOUND PRODUCTION USING THE TAPE RECORDER OR
             PHONOGRAPH.

       D.A.  PREPARE AN EXHIBITION OF PICTURES SHOWING DIFFERENT WAYS THAT
             PEOPLE COMMO WITH ONE ANOTHER. TELEPHONE. TYPEWRITTER. RECORD PLAYER.
             RADIO. PEN AND PENCIL.

       D.A.  COLLECT AND DISPLAY SAMPLES OF WRITTEN OR PRINTED MATERIAL USED
             TO GIVE INFORMATION IN THE COMMUNITY. POSTERS. PTA NOTICES. SCHOOL
             NOTICES. REPORT CARDS ADVERTISEMENTS. NEWSPAPERS. ETC.

       D.A.  WRITE A SHORT PLAY TO BE PANTOMINED IN WHICH CHARACTERS NECESSARY
             TO THE STORY INCLUDE BOTH HUMAN BEINGS AND CERTAIN OTHER LIVING THINGS.
             THROUGH USE OF ANIMAL SOUNDS. AND THROUGH GESTURE. SIGNAL. FACIAL
             EXPRESSION. AND PICTURES. COMMO THE STORY TO THE CLASS.

       D.A.  STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL
             OR AUTOMOBILE RACING. OR USED IN VARIOUS KINDS OF WORK SUCH AS THE
             OPERATION OF A RAILROAD.

       D.A.  COMPOSE TELEGRAMS AND CABLES ILLUSTRATING THE NEED FOR BOTH
             ECONOMY AND FOR MAKING MEANINGS CLEAR.

       D.A.  EXPERIMENT WITH A HAND PRINTING SET.
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C.A. EXPERIMENT WITH MAKING WOOD BLOCK OR LINEOLEUM CARVINGS.

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE, HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES, OR HAVE LISTENED IN ON A RADIO-TELEPHONE, LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY, ANGER, SURPRISE, OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CLLN. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

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REC MUSIC FOR LIVING SERIES COLUMBIA PONY EXPRESS YPR 507.

REC THE POSTMAN - COLUMBIA JN 6.

OBJECTIVE NO. 2 ---
TO HELP THE CHILD TO UNDERSTAND SOME OF THE WAYS PEOPLE COMMUNICATE WITH ONE ANOTHER.

INDIVIDUAL ACTIVITIES

C.A. WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE RETURN ADDRESS.

C.A. BRING IN SAMPLES OF NEWSPAPERS OR MAGAZINES IN LANGUAGES OTHER THAN ENGLISH. TELL ABOUT THEM.

C.A. LEARN ABOUT VARIOUS METHODS OF COMMO USED FOR DIFFERENT PURPOSES BY DIFFERENT PEOPLE. INDIAN SMOKE SIGNALS. BOY SCOUT SIGNALS. ROAD SIGNS TRAFFIC SIGNS. CARRIER PIGEONS. SIGNAL FLAGS. TELEGRAPH SIGNALS.

C.A. PLAN AND PREPARE A CLASS NEWSPAPER.

C.A. WRITE AND PRODUCE A PLAY FOR PUPPETS.

C.A. DRAMATIZE THE BEST WAYS TO ANSWER THE TELEPHONE.

C.A. EXPERIMENT WITH SOUND PRODUCTION USING THE TAPE RECORDER OR PHONOGRAPH.

C.A. PREPARE AN EXHIBITION OF PICTURES SHOWING DIFFERENT WAYS THAT PEOPLE COMMO WITH ONE ANOTHER. TELEPHONE. TYPEWRITTER. RECORD PLAYER. RADIO. PEN AND PENCIL.

C.A. COLLECT AND DISPLAY SAMPLES OF WRITTEN OR PRINTED MATERIAL USED TO GIVE INFORMATION IN THE COMMUNITY. POSTERS. PTA NOTICES. SCHOOL NOTICES. REPORT CARDS ADVERTISEMENTS. NEWSPAPERS. ETC.

C.A. SET UP A MOCK TV STUDIO WITH A MANAGER. ACTORS. PRODUCER. AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES. SIGN LANGUAGE PICTOGRAMS. TOM-TOMS. SMOKE SIGNALS. BIRCH BARK. WAMPUM.

C.A. WRITE A SHORT PLAY TO BE PANTOMIMED IN WHICH CHARACTERS NECESSARY TO THE STORY INCLUDE BOTH HUMAN BEINGS AND CERTAIN OTHER LIVING THINGS. THROUGH USE OF ANIMAL SOUNDS. AND THROUGH GESTURE. SIGNAL. FACIAL EXPRESSION. AND PICTURES. COMMO THE STORY TO THE CLASS.

C.A. STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL OR AUTOMOBILE RACING. OR USED IN VARIOUS KINDS OF WORK SUCH AS THE OPERATION OF A RAILROAD.

C.A. LIST SIGNS AND SIGNALS SEEN OR HEARD DAILY. SUCH AS TRAFFIC LIGHTS HIGHWAY MARKERS. DOORBELLS. ASK FOR INDIVIDUAL REPORTS ON TOPICS SUCH AS SIGNALING BY FLAG.

C.A. ASSIGN REPORTS ON VOICE AND CODE RADIO. HAM RADIO. RADAR. LORAN. SHORAN

C.A. LIST SOME EVERYDAY COMMUNICATIONAL DEVICES WHICH WE TAKE FOR GRANTED. THEN IN A SHORT TALK OR COMPOSITION. DESCRIBE HOW YOUR DAILY LIFE WOULD BE AFFECTED IF WE DID NOT HAVE THESE.

D.A. COMPOSE TELEGRAMS AND CABLES ILLUSTRATING THE NEED FOR BOTH ECONOMY AND FOR MAKING MEANINGS CLEAR.

D.A. EXPERIMENT WITH A HAND PRINTING SET.

D.A. EXPERIMENT WITH MAKING WOOD BLOCK OR LINOLEUM CARVINGS.

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOP7ENT OF COMMUNICATION

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. FIND OUT HOW THE U.S. WEATHER BUREAU GETS AND GIVES ITS MESSAGES TO THE WORLD. EXPLAIN THE IMPORTANCE OF THESE REPORTS TO BUSINESS. AIRPLANE TRANSPORTATION. ETC. EXPLAIN THE VALUE OF STORM WARNINGS.

DEV. MAKE A COLLECTION OF OLD STORIES THAT HAVE BEEN HANDED DOWN ORALLY.

DEV. TRY WRITING ON CLAY WITH A STYLUS. COPY SOME HIEROGLYPHICS OR CUNEIFORM CHARACTERS.

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

DEV. BUILD A TELEPHONE SET WITH A TIN CANS AND WIRE OR STRING.

DEV. MAKE A NEWSPAPER RACK FOR THE CLASSROOM. A MAGAZINE RACK. BOOK SHELVES.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

DEV. MAKE TOM-TOMS AND DRUMS FROM OATMEAL BOXES AND STUFF PAPER OR GALLON CANS COVERED WITH INNER TUBES OR LEATHER.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE. HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES. OR HAVE LISTENED IN ON A RADIO-TELEPHONE. LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY. ANGER. SURPRISE. OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. ERECT A CLASSROOM POSTOFFICE TO BE USED DURING VALENTINE WEEK. ARRANGE FOR ONE GROUP TO CANCEL AND POSTMARK THE MAIL WITH A HAND STAMP AND OTHER GROUP TO SORT THE MAIL IN ALPHABETICAL ORDER AND PUT IN THE INDIVIDUAL MAIL BOXES.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS. SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. MAKE A SERIES OF ILLUSTRATED CHARTS TO PLACE IN THE HALL. ON EACH CHART LIST GOOD USAGE PRACTICES FOR EACH OF THE COMMUNICATIVE MEANS.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN. AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

~~BOOK BARR, JENE. MR. MAILMAN. CHICAGO, ALBERT WHITMAN AND CO. 1938~~

BOOK BEATY, JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO, BECKLEY-CARDY COMPANY, 1938 PP. 111-14

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OBJECTIVE NO. 7

TO HELP THE CHILD TO UNDERSTAND THE NEED FOR EFFECTIVE COMMUNICATIONS.

INDIVIDUAL ACTIVITIES

C.A. LEARN ABOUT VARIOUS METHODS OF COMMO USED FOR DIFFERENT PURPOSES BY DIFFERENT PEOPLE. INDIAN SMOKE SIGNALS. BOY SCOUT SIGNALS. ROAD SIGNS TRAFFIC SIGNS. CARRIER PIGEONS. SIGNAL FLAGS. TELEGRAPH SIGNALS.

C.A. FIND OUT HOW PEOPLE AT THE U.N. UNDERSTAND THE DIFFERENT LANGUAGES SPOKEN THERE.

C.A. COLLECT AND DISPLAY SAMPLES OF WRITTEN OR PRINTED MATERIAL USED TO GIVE INFORMATION IN THE COMMUNITY. POSTERS. PTA NOTICES. SCHOOL NOTICES. REPORT CARDS ADVERTISEMENTS. NEWSPAPERS. ETC.

C.A. WRITE A SHORT PLAY TO BE PANTOMINED IN WHICH CHARACTERS NECESSARY TO THE STORY INCLUDE BOTH HUMAN BEINGS AND CERTAIN OTHER LIVING THINGS. THROUGH USE OF ANIMAL SOUNDS. AND THROUGH GESTURE. SIGNAL. FACIAL EXPRESSION. AND PICTURES. COMMO THE STORY TO THE CLASS.

D.A. STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL OR AUTOMOBILE RACING. OR USED IN VARIOUS KINDS OF WORK SUCH AS THE OPERATION OF A RAILROAD.

C.A. ASSIGN REPORTS ON VOICE AND CODE RADIO. HAM RADIO. RADAR. LORAN. SHORAN

C.A. COMPOSE TELEGRAMS AND CABLES ILLUSTRATING THE NEED FOR BOTH ECONOMY AND FOR MAKING MEANINGS CLEAR.

DEV. FIND OUT HOW THE U.S. WEATHER BUREAU GETS AND GIVES ITS MESSAGES TO THE WORLD. EXPLAIN THE IMPORTANCE OF THESE REPORTS TO BUSINESS. AIRPLANE TRANSPORTATION. ETC. EXPLAIN THE VALUE OF STORM WARNINGS.

DEV. COLLECT AND DISPLAY SOME EXAMPLES OF INTERPRETIVE WRITING. AS IN NEWSPAPER ACCOUNTS OF ROCKETS OR SATELLITES AND HOW THESE FUNCTION.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY. ANGER. SURPRISE. OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CLLM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN. AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BOND. GUY L.. ET AL. JUST FOR FUN. CHICAGO. LYONS AND CARNAHAN. 1954 PP90-100

BOOK BRANLEY. FRANKLYN M.. AND ELEANOR K. VAUGHN. TIMMY AND THE TIN-CAN TELEPHONE. NEW YORK. THOMAS Y. CROWELL COMPANY. 1959.

BOOK GREENE. CARLA. I WANT TO BE A NEWS REPORTER. CHICAGO. CHILDRENS PRESS. 1958.

BOOK HANNA. PAUL R.. AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO. SCOTT. FORESMAN AND CO.. 1958 PP. 42-49

BOOK HASTINGS. EVELYN BELMONT. POSTMEN. LOS ANGELES. MELMONT PUBL. INC 1967. PP. 20-23

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957 PP219-231

BOOK BOOTIN, LAURA. LETS GO TO A NEWSPAPER. NEW YORK, G.P. PUTNAMS SONS, 1956.

BOOK WEAR, TED. BROWNIE MAKES THE HEADLINES. NEW YORK, JULIAN MESSNER, INC., 1953.

BOOKS HANNA AND HOYT, SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND COMPANY, 1937, PP. 75-84.

BOOKS BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER. NEW YORK AMERICAN BOOK COMPANY, 1949, PP. 208-214 THE CITY WOODCAUCK

BOOKS BEATY,JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO, BECKLEY-CARDY COMPANY, 1938, PP. 120-122.

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957, PP. 171-190.

OBJECTIVE NO. 8 ---

TO HELP THE CHILD TO UNDERSTAND THE EVOLUTION OF COMMUNICATION.

INDIVIDUAL ACTIVITIES

C.A. PREPARE AN EXHIBITION OF PICTURES SHOWING DIFFERENT WAYS THAT PEOPLE COMMO WITH ONE ANOTHER, TELEPHONE, TYPEWRITTER, RECORD PLAYER, RADIO, PEN AND PENCIL.

C.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES. SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

C.A. MAKE AN ELECTRO-MAGNET-1) WRAP THIN WIRE AROUND NAIL MAKING BOTH ENDS A + B COME OUT IN THE SAME DIRECTION. 2) ATTACH WIRE ENDS A+B TO POSITIVE + NEGATIVE POSTS OF DRY CELL BATTERY. 3) THE MAGNET WILL ATTRACT ALL STEEL OR IRON OBJECTS AS WELL AS SOME OF NICKEL + ALUMINUM. THE ELECTRO-MAGNET IS AN IMPORTANT PART OF BOTH THE TELEPHONE + THE TELEGRAPH.

C.A. ASSIGN REPORTS ON VOICE AND CODE RADIO, HAM RADIO, RADAR, LORAN, SHORAN

C.A. EXPERIMENT WITH A HAND PRINTING SET.

C.A. EXPERIMENT WITH MAKING WOOD BLOCK OR LINEOLEUM CARVINGS.

C.A. LOOK AT COPIES OF OLD NEWSPAPERS AND PAMPHLETS.

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOP7ENT OF COMMUNICATION

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. MAKE A COLLECTION OF OLD STORIES THAT HAVE BEEN HANDED DOWN ORALLY.

DEV. MAKE A CHART OF THE ALPHABETS CONTRIBUTING TO OUR PRESENT-DAY ALPHABET.

DEV. TRY WRITING ON CLAY WITH A STYLUS. COPY SOME HIEROGLYPHICS OR CUNEIFORM CHARACTERS.

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

DEV. MAKE TOM-TOMS AND DRUMS FROM OATMEAL BOXES AND STUFF PAPER OR GALLON CANS COVERED WITH INNER TUBES OR LEATHER.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY, ANGER, SURPRISE, OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BRANLEY, FRANKLYN M., AND ELEANOR K. VAUGHN. TIMMY AND THE TIN-CAN TELEPHONE. NEW YORK, THOMAS Y. CROWELL COMPANY, 1959.

BOOK BUCHHEIMER, NAOMI. LETS GO TO THE TELEPHONE COMPANY. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK. G.P. PUTNAMS SONS, 1958.

BOOK BURKHARDT, RICHARD W., AND ANN G. MCGUINNESS. OUR NEIGHBORHOOD. CHICAGO, BECKLEY-CARDY COMPANY, 1955 PP. 89-167

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK, THE MACMILLAN CO. 1951. PP14-20

BOOK FISHER, LOIS. LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1951.

BOOK GATES, ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK, THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN, E.M. HALE AND CO. 1943. PP. 88-89.

BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON, HOUGHTON MIFFLIN CO. 1949. PP108-130.

BOOK TOUSEY, SANFORD. JERRY AND THE PONY EXPRESS. GARDEN CITY, NEW YORK DOUBLEDAY AND COMPANY, INC., 1952.

REC MUSIC FOR LIVING SERIES COLUMBIA PONY EXPRESS YPR 507.

OBJECTIVE NO. 10 ---

TO HELP THE CHILD TO UNDERSTAND IDEAS ARE SPREAD ALL OVER THE WORLD BY MEANS OF COMMUNICATION AND MANY OF OUR IDEAS COME FROM FAR AWAY.

INDIVIDUAL ACTIVITIES

D.A. COLLECT AND DISPLAY SAMPLES OF WRITTEN OR PRINTED MATERIAL USED TO GIVE INFORMATION IN THE COMMUNITY, POSTERS, PTA NOTICES, SCHOOL NOTICES, REPORT CARDS ADVERTISEMENTS, NEWSPAPERS, ETC.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE, HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES, OR HAVE LISTENED IN ON A RADIO-TELEPHONE, LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

CLLM. ERECT A CLASSROOM POSTOFFICE TO BE USED DURING VALENTINE WEEK. ARRANGE FOR ONE GROUP TO CANCEL AND POSTMARK THE MAIL WITH A HAND STAMP AND OTHER GROUP TO SORT THE MAIL IN ALPHABETICAL ORDER AND PUT IN THE INDIVIDUAL MAIL BOXES.

CLLN. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BARR, JENE. MR. MAILMAN. CHICAGO, ALBERT WHITMAN AND CO. 1938

BOOK BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER. NEW YORK, AMERICAN BOOK COMPANY, 1949.

BOOK BOND, GUY L., ET AL. JUST FOR FUN. CHICAGO, LYONS AND CARNAHAN, 1964 PP90-100

BOOK BROWN, MARGARET WISE, AND EDITH THACHER HURD. SEVEN LITTLE POSTMEN. NEW YORK, SIMON AND SCHUSTER, 1952.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A POST OFFICE. NEW YORK, G.P. PUTNAMS SONS, 1957.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK, THE MACMILLAN CO. 1961. PP14-20

BOOK CRAIG, GERALD S., AND AGNES BURKE. SCIENCE ALL ABOUT US. BOSTON, GINN AND COMPANY 1946 PP. 152-153

BOOK CRAIG, GERALD S., AND SARA E. BALDWIN. SCIENCE EVERY DAY. BOSTON, GINN AND COMPANY, 1950

BOOK GATES, ARTHUR I., MARIAM BLANTON HUBER, AND FRANK SEELY SALISBURY, TODAY WE GO. NEW YORK, THE MACMILLAN COMPANY, 1957 PP. 24-38

BOOK GREENE, CARLA. IWANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK GREENE, CARLA. IWANT TO BE A POSTMAN. CHICAGO CHILDRENS PRESS. 1958.

BOOK HANNA, PAUL R., AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO, SCOTT, FORESMAN AND CO., 1958 PP. 42-49

BOOK HANNA, PAUL., GENEVIEVE ANDERSON HOYT, AND WILLIAM S. GRAY. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND CO. 1937 PP. 50-52

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957 PP219-231

BOOK MOORE, CLYDE B., AND DOROTHY E. COOKE. VISITING OUR NEIGHBORS. BLOOMINGTON, INDIANA, CHARLES SCRIBNERS SONS. 1957. PP107-132

BOOK ODONNELL, MABEL THE NEW ROUND ABOUT. EVANSTON ILLINOIS, ROW, PETERSON AND COMPANY, 1958. PP186-208

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. THE LITTLE WHITE HOUSE. BOSTON, GINN AND COMPANY, 1957 PP171-178

BOOK PARK, DORTHEA. HERE COMES THE POSTMAN. BOSTON, HOUGHTON MIFFLIN COMPANY, 1936.

BOOK PAULL, GRACE. SNOWED-IN HILL. NEW YORK, ABELARD-SCHUMAN PRESS. 1953.

BOOK SOOTIN, LAURA. LETS GO TO A NEWSPAPER. NEW YORK, G.P. PUTNAMS SONS, 1956.

BOOK TRESSELT, ALVIN. WHITE SNOW BRIGHT SNOW. NEW YORK, LOTHROP, LEE AND SHEPARD COMPANY, 1947.

BOOK WEAR, TED. BROWNIE MAKES THE HEADLINES. NEW YORK, JULIAN MESSNER, INC., 1953.

BOOK BETTS AND WELCH. OVER A CITY BRIDGE. NEW YOKR, AMERICAN BOOK COMPANY, 1948 PP.204-209

BOOKS HANNA AND HOYT, SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND COMPANY, 1937, PP. 75-84.

BOOKS BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER. NEW YORK AMERICAN BOOK COMPANY, 1949, PP. 208-214 THE CITY WOODCAUCK

BOOKS BEATY,JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO, BECKLEY-CARDY COMPANY, 1938, PP. 120-122.

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957, PP. 171-190.

BOOK CRAIG, GERALD S., AND AGNES BURKE. SCIENCE ALL ABOUT US. BOSTON, GINN AND COMPANY, 1946 PP. 90-99.

BOOK BEATY, JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO, BECKLEY CARDY COMPANY, 1938, PP. 105-109.

BOOK TENSEN, RUTH M. COME TO THE CITY. CHICAGO, THE REILLY AND LEE COMPANY, 1951, PP. 8-9, 32-33.

BOOK THOMAS, ELEANOR. STORIES ABOUT SALLY. BOSTON GINN AND COMPANY 1954, 32-36.

REC THE POSTMAN - COLUMBIA JN 6.

OBJECTIVE NO. 15 ---
TO HELP THE CHILD TO UNDERSTAND HOW COMMUNICATION AFFECTS SOCIAL ECONOMIC AND POLITICAL STANDARDS.

INDIVIDUAL ACTIVITIES

C.A. WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE RETURN ADDRESS.

C.A. BRING IN SAMPLES OF NEWSPAPERS OR MAGAZINES IN LANGUAGES OTHER THAN ENGLISH. TELL ABOUT THEM.

C.A. PLAN AND PREPARE A CLASS NEWSPAPER.

C.A. TRANSPORTATION AND COMMO ARE SAID TO BE TWO OUTSTANDING FACTORS IN THE DEVELOPMENT OF OUR CIVILIZATION. DISCUSS THIS STATEMENT AND, IF YOU THINK IT IS TRUE, GIVE EXAMPLES AND REASONS.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY, ANGER, SURPRISE, OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BOND, GUY L., ET AL. JUST FOR FUN. CHICAGO, LYONS AND CARNAHAN, 1954 PP90-100

BOOK BUCHHEIMER, NAOMI. LETS GO TO THE TELEPHONE COMPANY. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK, G.P. PUTNAMS SONS, 1958.

BOOK BURKHARDT, RICHARD W., AND ANN G. MCGUINNESS. OUR NEIGHBORHOOD. CHICAGO, BECKLEY-CARDY COMPANY, 1955 PP. 89-167

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK, THE MACMILLAN CO. 1951. PP14-20

BOOK FISHER, LOIS. LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1951.

BOOK GATES, ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK, THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK GREENE, CARLA. IWANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK HANNA, PAUL R., AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO, SCOTT, FORESMAN AND CO., 1958 PP. 42-49

BOOK HANNA, PAUL., GENEVIEVE ANDERSON HOYT, AND WILLIAM S. GRAY. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND CO. 1937 PP. 50-52

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN, E.M. HALE AND CO. 1943. PP. 88-89.

BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON, HOUGHTON MIFFLIN CO. 1949. PP108-130.

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BOOKS HANNA AND HOYT. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND COMPANY, 1937, PP. 78-84.

BOOKS BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER. NEW YORK AMERICAN BOOK COMPANY, 1949, PP. 208-214 THE CITY WOODCAUCK

BOOKS BEATY.JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO.
BECKLEY-CARDY COMPANY. 1938. PP. 120-122.

BOOK MOORE. CLYDE B.. ET AL. BUILDING OUR TOWN. NEW YORK. CHARLES
SCRIBNERS SONS. 1957. PP. 171-190.

OBJECTIVE NO. 22 ---
TO UNDERSTAND THAT WE ARE INDEBTED TO MANY WORKERS WHO AID IN CONTROLLING. MANTAINING AND OPERATING THE VARIOUS INVENTIONS USED IN COMMUNICATION.

INDIVIDUAL ACTIVITIES

C.A. PLAN AND PREPARE A CLASS NEWSPAPER.

C.A. SET UP A MOCK TV STUDIO WITH A MANAGER. ACTORS. PRODUCER. AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES. SIGN LANGUAGE PICTOGRAMS. TOM-TOMS. SMOKE SIGNALS. BIRCH BARK. WAMPUM.

C.A. STUDY + REPORT ON SIGNAL SYSTEMS USED IN SPORTS SUCH AS FOOTBALL OR AUTOMOBILE RACING. OR USED IN VARIOUS KINDS OF WORK SUCH AS THE OPERATION OF A RAILROAD.

C.A. ASSIGN REPORTS ON VOICE AND CODE RADIO. HAM RADIO. RADAR. LORAN. SHORAN

C.A. LIST SOME EVERYDAY COMMUNICATIONAL DEVICES WHICH WE TAKE FOR GRANTED. THEN IN A SHORT TALK OR COMPOSITION. DESCRIBE HOW YOUR DAILY LIFE WOULD BE AFFECTED IF WE DID NOT HAVE THESE.

C.A. EXPERIMENT WITH A HAND PRINTING SET.

C.A. EXPERIMENT WITH MAKING WOOD BLOCK OR LINEOLEUM CARVINGS.

C.A. COLLECT THE FOLLOWING BLANKS AND LEARN TO FILL OUT EACH ONE CORRECTLY. TELEGRAPH. CABLE AND MONEY ORDER.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE. HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES. OR HAVE LISTENED IN ON A RADIO-TELEPHONE. LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

CLLWJ MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN. AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BARR. JENE. MR. MAILMAN. CHICAGO. ALBERT WHITMAN AND CO. 1938

BOOK BEATY. JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO.
BECKLEY-CARDY COMPANY. 1938 PP. 111-14

BOOK BETTS. EMMETT A.. AND CAROLYN M. WELCH. DOWN SINGING RIVER.
NEW YORK. AMERICAN BOOK COMPANY. 1949.

BOOK BETTS, EMMETT A., AND CAROLYN M. WELCH. OVER A CITY BRIDGE. NEW YORK AMERICAN BOOK COMPANY, 1950

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BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK, G.P. PUTNAMS SONS, 1958.

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BOOK CRAIG, GERALD S., AND SARA E. BALDWIN. SCIENCE EVERY DAY. BOSTON, GINN AND COMPANY, 1950

BOOK FISHER, LOIS, LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1951.

BOOK GATES, ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK, THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK GATES, ARTHUR I., MARIAM BLANTON HUBER, AND FRANK SEELY SALISBURY. TODAY WE GO. NEW YORK, THE MACMILLAN COMPANY, 1957 PP. 24-38

BOOK GREENE, CARLA. IWANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK GREENE, CARLA. IWANT TO BE A POSTMAN. CHICAGO CHILDRENS PRESS. 1958.

BOOK GREENE, CARLA. I WANT TO BE A TELEPHONE OPERATOR. CHICAGO CHILDRENS PRESS, 1958.

BOOK HASTINGS, EVELYN BELMONT, POSTMEN. LOS ANGELES, MELMONT PUBL. INC 1957. PP. 20-23

BOOK HUFFMAN, ELAINE, AND JANE HEFFLEFINGER. MORE FRIENDLY HELPERS. LOS ANGELES, MELMONT PUBLISHERS, INC., 1954.

BOOK HUFFMAN, ELAINE, AND JANE HEFFLERFINGER. OUR FRIENDLY HELPERS. LOS ANGELES, MELMONT PUBLISHERS, INC., 1954.

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BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON, HOUGHTON MIFFLIN CO. 1949. PP108-130.

BOOK MCKEE, PAUL, AND M. LUCILE HARRISON. LETS TALK. BOSTON, HOUGHTON MIFFLIN COMPANY, 1947 PP112, 132-34

BOOK MOORE, CLYDE B., AND DOROTHY E. COOKE. VISITING OUR NEIGHBORS. BLOOMINGTON, INDIANA, CHARLES SCRIBNERS SONS, 1957. PP107-132

BOOK ODONNELL, MABEL THE NEW ROUND ABOUT. EVANSTON ILLINOIS, ROW, PETERSON AND COMPANY, 1956. PP186-205

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. THE LITTLE WHITE HOUSE. BOSTON, GINN AND COMPANY, 1957 PP171-178

BOOK PARK, DORTHEA. HERE COMES THE POSTMAN. BOSTON, HOUGHTON MIFFLIN COMPANY, 1938.

BOOK PAULL, GRACE. SNOWED-IN HILL. NEW YORK, ABELARD-SCHUMAN PRESS, 1953.

BOOK PUNER, HELEN WALKER. DADDIES WHAT THEY DO ALL DAY. NEW YORK, LOTHROP, LEE, AND SHEPARD COMPANY, 1946.

BOOK ROWAND, PHYLLIS. GEORGE. BOSTON, LITTLE, BROWN, AND COMPANY, 1956.

BOOK SCHNEIDER, HERMAN AND NINA. LETS LOOK UNDER THE CITY. NEW YORK, WILLIAM R. SCOTT, INC., 1950 THE LINE BUZY.

BOOK TRESSELT, ALVIN. WHITE SNOW BRIGHT SNOW. NEW YORK, LOTHROP, LEE AND SHEPARD COMPANY, 1947.

BOOK WILLCOCKSON, MARY. NANCYS WORLD. PHILADELPHIA, THE JOHN C. WINSTON COMPANY, 1952 PP108-111.

BOOK BETTS AND WELCH, OVER A CITY BRIDGE. NEW YORK, AMERICAN BOOK COMPANY, 1948 PP.204-209

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS 1957, PP.171-190.

BOOK CRAIG, GERALD S., AND AGNES BURKE. SCIENCE ALL ABOUT US. BOSTON, GINN AND COMPANY, 1946 PP. 88-99.

BOOK BEATY, JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO, BECKLEY CARDY COMPANY, 1938, PP. 100-109.

BOOK TENSEN, RUTH M. COME TO THE CITY. CHICAGO, THE REILLY AND LEE COMPANY, 1951, PP. 8-9, 32-33.

BOOK THOMAS, ELEANOR. STORIES ABOUT SALLY. BOSTON GINN AND COMPANY 1954, 32-36.

REC MUSIC FOR LIVING SERIES COLUMBIA NOW AND LONG AGO. ALBUM 1 CLEAR THE LINE JS 321.

REC THE POSTMAN - COLUMBIA JK 6.

REC THE TELEPHONE SONG MC 8.

OBJECTIVE NO. 27 ---
TO UNDERSTAND HOW PRINTING BEGAN AND SOME IMPROVEMENTS IN PRINTING DEVICES SINCE THE EARLY PRINTING PRESS.

INDIVIDUAL ACTIVITIES

C.A. PREPARE AN EXHIBITION OF PICTURES SHOWING DIFFERENT WAYS THAT PEOPLE COMMO WITH ONE ANOTHER, TELEPHONE, TYPEWRITTER, RECORD PLAYER, RADIO, PEN AND PENCIL.

C.A. COLLECT AND DISPLAY SAMPLES OF WRITTEN OR PRINTED MATERIAL USED TO GIVE INFORMATION IN THE COMMUNITY, POSTERS, PTA NOTICES, SCHOOL NOTICES, REPORT CARDS ADVERTISEMENTS, NEWSPAPERS, ETC.

C.A. EXPERIMENT WITH A HAND PRINTING SET.

C.A. EXPERIMENT WITH MAKING WOOD BLOCK OR LINEOLEUM CARVINGS.

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPTENT OF COMMUNICATION
DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

C.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

CLLA. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

CLLA. MAKE A SERIES OF ILLUSTRATED CHARTS TO PLACE IN THE HALL. ON EACH CHART LIST GOOD USAGE PRACTICES FOR EACH OF THE COMMUNICATIVE MEANS.

CLLA. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK GREENE, CARLA. I WANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

OBJECTIVE NO. 29 ---
TO UNDERSTAND WHAT THE IMPORTANT DEVELOPMENTS WERE IN ELECTRONIC COMMUNICATIONS.

INDIVIDUAL ACTIVITIES

C.A. EXPERIMENT WITH SOUND PRODUCTION USING THE TAPE RECORDER OR PHONOGRAPH.

C.A. MAKE AN ELECTRO-MAGNET--1) WRAP THIN WIRE AROUND NAIL HAVING BOTH ENDS A + B COME OUT IN THE SAME DIRECTION. 2) ATTACH WIRE ENDS A+B TO POSITIVE + NEGATIVE POSTS OF DRY CELL BATTERY. 3) THE MAGNET WILL ATTRACT ALL STEEL OR IRON OBJECTS AS WELL AS SOME OF NICKEL + ALUMINUM. THE ELECTRO-MAGNET IS AN IMPORTANT PART OF BOTH THE TELEPHONE + THE TELEGRAPH.

C.A. ASSIGN REPORTS ON VOICE AND CODE RADIO, HAM RADIO, RADAR, LORAN, SHORAN

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPTENT OF COMMUNICATION
DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. FIND OUT HOW THE U.S. WEATHER BUREAU GETS AND GIVES ITS MESSAGES TO THE WORLD. EXPLAIN THE IMPORTANCE OF THESE REPORTS TO BUSINESS, AIRPLANE TRANSPORTATION, ETC. EXPLAIN THE VALUE OF STORM WARNINGS.

DEV. MAKE A COLLECTION OF OLD STORIES THAT HAVE BEEN HANDED DOWN ORALLY.

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

DEV. BUILD A TELEPHONE SET WITH A TIN CANS AND WIRE OR STRING.

DEV. DISCOVER, AND MAKE MAGNETS AND TELL HOW THEY OPERATE.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

C.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

CLLN. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BEATY; JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO. BECKLEY-CARDY COMPANY, 1938 PP. 111-14

BOOK BRANLEY, FRANKLYN M., AND ELEANOR K. VAUGHN. TIMMY AND THE TIN-CAN TELEPHONE. NEW YORK. THOMAS Y. CROWELL COMPANY, 1959.

BOOK BUCHHEIMER, NAOMI. LETS GO TO THE TELEPHONE COMPANY. NEW YORK. G.P; PUTNAMS SONS, 1958.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK. G.P. PUTNAMS SONS, 1958.

BOOK BURKHARDT, RICHARD W., AND ANN G. MCGUINNESS. OUR NEIGHBORHOOD. CHICAGO. BECKLEY-CARDY COMPANY, 1955 PP. 89-167

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK. THE MACMILLAN CO. 1961; PP14-20

BOOK FISHER, LOIS; LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO. CHILDRENS PRESS 1951.

BOOK GATES; ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK. THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK GREENE, CARLA. I WANT TO BE A TELEPHONE OPERATOR. CHICAGO CHILDRENS PRESS, 1958.

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN. E.M. HALE AND CO. 1943. PP. 88-89.

BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON. HOUGHTON MIFFLIN CO. 1949. PP108-120.

BOOK MCKEE, PAUL, AND M. LUCILE HARRISON. LETS TALK. BOSTON. HOUGHTON MIFFLIN COMPANY, 1947 PP112, 132-34

OBJECTIVE NO. 32 ---
TO UNDERSTAND THE PROBLEMS OF WORLD COMMUNICATION ARE SIMILAR TO THE PROBLEMS OF PERSONAL COMMUNICATION.

INDIVIDUAL ACTIVITIES

C.A; FIND OUT HOW MANY DIFFERENT LANGUAGES ARE SPOKEN BY RELATIVES OF PUPILS. HOW MANY DIFFERENT LANGUAGES ARE SPOKEN IN OUR TOWN.

C.A; BRING IN SAMPLES OF NEWSPAPERS OR MAGAZINES IN LANGUAGES OTHER THAN ENGLISH; TELL ABOUT THEM.

C.A; FIND OUT HOW PEOPLE AT THE U.N. UNDERSTAND THE DIFFERENT LANGUAGES SPOKEN THERE.

C.A; SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES; SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

C.A; WRITE A SHORT PLAY TO BE PANTOMIMED IN WHICH CHARACTERS NECESSARY TO THE STORY INCLUDE BOTH HUMAN BEINGS AND CERTAIN OTHER LIVING THINGS. THROUGH USE OF ANIMAL SOUNDS, AND THROUGH GESTURE, SIGNAL, FACIAL EXPRESSION, AND PICTURES, CONVEY THE STORY TO THE CLASS.

DEV. COLLECT AND DISPLAY SOME EXAMPLES OF INTERPRETIVE WRITING, AS IN NEWSPAPER ACCOUNTS OF ROCKETS OR SATELLITES AND HOW THESE FUNCTION.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY, ANGER, SURPRISE, OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK HANNA, PAUL., GENEVIEVE ANDERSON HOYT, AND WILLIAM S. GRAY. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND CO. 1937 PP. 50-52

OBJECTIVE NO. 64 ---
TO HELP THE CHILD TO UNDERSTAND THAT EVERYONE DEPENDS UPON SOME FORM OF COMMUNICATION I.E. SPEAKING LISTENING READING WRITING AND UNDERSTANDING TO SHARE IDEAS.

INDIVIDUAL ACTIVITIES

E.A. BRING IN SAMPLES OF NEWSPAPERS OR MAGAZINES IN LANGUAGES OTHER THAN ENGLISH. TELL ABOUT THEM.

E.A. LEARN ABOUT VARIOUS METHODS OF COMMO USED FOR DIFFERENT PURPOSES BY DIFFERENT PEOPLE. INDIAN SMOKE SIGNALS, BOY SCOUT SIGNALS, ROAD SIGNS TRAFFIC SIGNS, CARRIER PIGEONS, SIGNAL FLAGS, TELEGRAPH SIGNALS.

E.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES. SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

E.A. WRITE A SHORT PLAY TO BE PANTOMIMED IN WHICH CHARACTERS NECESSARY TO THE STORY INCLUDE BOTH HUMAN BEINGS AND CERTAIN OTHER LIVING THINGS. THROUGH USE OF ANIMAL SOUNDS, AND THROUGH GESTURE, SIGNAL, FACIAL EXPRESSION, AND PICTURES, COMMO THE STORY TO THE CLASS.

DEV. MAKE A COLLECTION OF OLD STORIES THAT HAVE BEEN HANDED DOWN ORALLY.

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMO.

CULM. ERECT A CLASSROOM POSTOFFICE TO BE USED DURING VALENTINE WEEK. ARRANGE FOR ONE GROUP TO CANCEL AND POSTMARK THE MAIL WITH A HAND STAMP AND OTHER GROUP TO SORT THE MAIL IN ALPHABETICAL ORDER AND PUT IN THE INDIVIDUAL MAIL BOXES.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BEATY, JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO. BECKLEY-CARDY COMPANY, 1932 PP. 111-14

BOOK BOND, GUY L., ET AL. JUST FOR FUN. CHICAGO, LYONS AND CARNAHAN, 1964 PP50-100

BOOK BROWN, MARGARET WISE, AND EDITH THACHER HURD. SEVEN LITTLE POSTMEN. NEW YORK, SIMON AND SCHUSTER, 1952.

BOOK BUCHHEIMER, NAOMI. LETS GO TO A POST OFFICE. NEW YORK, G.P. PUTNAMS SONS, 1957.

BOOK BURKHARDT, RICHARD W., AND ANN G. MCGUINNESS. OUR NEIGHBORHOOD. CHICAGO, BECKLEY-CARDY COMPANY, 1955 PP. 89-107

BOOK CRAIG, GERALD S., AND AGNES BURKE. SCIENCE ALL ABOUT US. BOSTON, GINN AND COMPANY 1946 PP. 152-153

BOOK CRAIG, GERALD S., AND SARA E. BALDWIN. SCIENCE EVERY DAY. BOSTON, GINN AND COMPANY, 1950

BOOK FISHER, LOIS. LOIS AND LOUIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1951.

BOOK GATES, ARTHUR I., AND CELESTE COMEGYS PEARDON. GOOD TIMES TODAY. NEW YORK, THE MACMILLAN COMPANY, 1957. PP. 64-74

BOOK GREENE, CARLA. IWANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK GREENE, CARLA. I WANT TO BE A TELEPHONE OPERATOR. CHICAGO CHILDRENS PRESS, 1958.

BOOK HANNA, PAUL R., AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO, SCOTT, FORESMAN AND CO., 1958 PP. 62-69

BOOK HASTINGS, EVELYN BELMONT. POSTMEN. LOS ANGELES, MELMONT PUBL. INC 1957. PP. 20-23

BOOK HUGLEY, LAURA HENGERT, AND RALPH W. CORDIER. FRIENDLY NEIGHBORS. NEW YORK, RAND MCNALLY AND CO. 1955. PP. 98-108

BOOK JUDSON, CLARA INGRAM. PEOPLE WHO IN THE COUNTRY AND IN THE CITY. EAU CLAIRE, WISCONSIN, E.M. HALE AND CO. 1943. PP. 88-89.

BOOK MCKEE, PAUL ET AL. COME ALONG. BOSTON, HOUGHTON MIFFLIN CO. 1960. PP128-130.

BOOK MCKEE, PAUL, AND M. LUCILE HARRISON. LETS TALK. BOSTON, HOUGHTON MIFFLIN COMPANY, 1947 PP112, 132-34

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES SCRIBNERS SONS, 1957 PP219-231

BOOK MOORE, CLYDE B., AND DOROTHY E. COOKE. VISITING OUR NEIGHBORS. BLOOMINGTON, INDIANA, CHARLES SCRIBNERS SONS, 1957. PP107-132

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. THE LITTLE WHITE HOUSE. BOSTON, GINN AND COMPANY, 1957 PP171-178

BOOK SOOTIN, LAURA. LETS GO TO A NEWSPAPER. NEW YORK, G.P. PUTNAMS SONS, 1956.

BOOK TRESSELT, ALVIN. WHITE SNOW BRIGHT SNOW. NEW YORK, LOTHROP, LEE AND SHEPARD COMPANY, 1947.

BOOK WEAR, TED. BROWNIE MAKES THE HEADLINES. NEW YORK, JULIAN MESSNER, INC., 1953.

BOOK BETTS AND WELCH, OVER A CITY BRIDGE. NEW YORK, AMERICAN BOOK COMPANY, 1948 PP.204-220

BOOKS HANNA AND HOYT, [illegible] NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND COMPANY, 1957. PP. 78-84.

BOOKS BETTS, EMMETT A., AND CAROLYN M. WELCH. DOWN SINGING RIVER.
NEW YORK AMERICAN BOOK COMPANY, 1949, PP. 208-214 THE CITY WOODCAUCK

BOOKS BEATY,JOHN Y. STORY PICTURES OF OUR NEIGHBORS. CHICAGO.
BECKLEY-CARDY COMPANY, 1938, PP. 120-122.

BOOK MOORE, CLYDE B., ET AL. BUILDING OUR TOWN. NEW YORK, CHARLES
SCRIBNERS SONS. 1957, PP. 171-190.

BOOK CRAIG, GERALD S., AND AGNES BURKE. SCIENCE ALL ABOUT US. BOSTON.
GINN AND COMPANY, 1946 PP. 90-99.

OBJECTIVE NO. 86 ---

TO DEVELOP THE NECESSARY SKILLS OF COMMUNICATION IN BOTH SPOKEN AND WRITTEN LANGUAGE.

INDIVIDUAL ACTIVITIES

C.A. WRITE LETTERS TO FRIEDS LEARN HOW TO ADDRESS ENVELOPES. INCLUDE RETURN ADDRESS.

C.A. PLAN AND PREPARE A CLASS NEWSPAPER.

C.A. WRITE AND PRODUCE A PLAY FOR PUPPETS.

C.A. DRAMATIZE THE BEST WAYS TO ANSWER THE TELEPHONE.

C.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER, PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES, SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

C.A. LIST SIGNS AND SIGNALS SEEN OR HEARD DAILY, SUCH AS TRAFFIC LIGHTS HIGHWAY MARKERS, DOORBELLS. ASK FOR INDIVIDUAL REPORTS ON TOPICS SUCH AS SIGNALING BY FLAG.

C.A. LIST SOME EVERYDAY COMMUNICATIONAL DEVICES WHICH WE TAKE FOR GRANTED. THEN IN A SHORT TALK OR COMPOSITION, DESCRIBE HOW YOUR DAILY LIFE WOULD BE AFFECTED IF WE DID NOT HAVE THESE.

C.A. COMPOSE TELEGRAMS AND CABLES ILLUSTRATING THE NEED FOR BOTH ECONOMY AND FOR MAKING MEANINGS CLEAR.

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPTENT OF COMMUNICATION

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. REPORT ON USE OF THE TELEGRAPH IN WAR WITH WESTERN INDIANS.

DEV. DISCOVER, AND MAKE MAGNETS AND TELL HOW THEY OPERATE.

DEV. WRITE AND TELL STORIES ABOUT INDIVIDUAL EXPERIENCES DURING ALL FIELD TRIPS.

DEV. WRITE INVITATIONS TO SPEAKERS AND PARENTS.

DEV. MAKE PICTURES AND SLOGANS SHOWING TELEPHONE COURTESY.

DEV. MAKE POSTERS ABOUT VARIOUS EXCURSIONS.

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNS

DEV. DESIGN INVITATIONS TO BE SENT TO PARENTS BEFORE THE CULMINATING EXHIBIT.

I.A. IF ANY OF THE PUPILS HAVE HAD THE EXPERIENCE IN TALKING ON THE TELEPHONE LONG DISTANCE, HAVE RECEIVED LETTERS FROM FOREIGN COUNTRIES, OR HAVE LISTENED IN ON A RADIO-TELEPHONE, LET THEM DESCRIBE THESE EXPERIENCES.

I.A. HAVE PUPILS BRING SOME NEWSPAPERS TO CLASS AND DISCUSS THEM. CALL ATTENTION TO THIS ACTIVITY AS A MEANS OF COMMUNICATING.

I.A. ASK PUPILS TO INTERPRET GESTURES AND FACIAL EXPRESSIONS OF CLASSMATES THAT EXPRESS JOY, ANGER, SURPRISE, OR PAIN. SURMISE THAT EARLY MAN PROBABLY USED THESE GESTURES UNTIL A SPOKEN LANGUAGE WAS DEVELOPED.

CULM. ERECT A CLASSROOM POSTOFFICE TO BE USED DURING VALENTINE WEEK. ARRANGE FOR ONE GROUP TO CANCEL AND POSTMARK THE MAIL WITH A HAND STAMP AND OTHER GROUP TO SORT THE MAIL IN ALPHABETICAL ORDER AND PUT IN THE INDIVIDUAL MAIL BOXES.

CULM. GIVE A CLASSROOM OR SCHOOL ASSEMBLY PROGRAM DRAMATIZING THE VARIOUS COMMUNICATION METHODS AND INCLUDE POEMS, SONGS AND STORIES ENJOYED DURING THE UNIT.

CULM. MAKE A SERIES OF ILLUSTRATED CHARTS TO PLACE IN THE HALL. ON EACH CHART LIST GOOD USAGE PRACTICES FOR EACH OF THE COMMUNICATIVE MEANS.

CULM. MAKE A LARGE PICTURE BOOK AND LABEL IT COMMUNICATION. LET THE CHILDREN ILLUSTRATE AS MANY DIFFERENT UNDERSTANDINGS AS THEY CAN, AND THE TEACHER CAN HELP WITH THE CAPTIONS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK HASTINGS, EVELYN BELMONT. POSTMEN. LOS ANGELES. MELMONT PUBL. INC 1957. PP. 20-23

OBJECTIVE NO. III ---

TO APPRECIATE HOW COMMUNICATION ADDS TO OUR EXPERIENCE + MAKES US BETTER ABLE TO INTERPRET LIFE ABOUT US THROUGH SUCH AGENCIES AS NATION BETTER ABLE TO INTERPRET LIFE ABOUT US THROUGH SUCH AGENCIES AS MOTION PICTURES, T.V. NEWSPAPERS, PICTURES MAGAZINES, LECTURES, ETC.

INDIVIDUAL ACTIVITIES

C.A. SET UP A MOCK TV STUDIO WITH A MANAGER, ACTORS, PRODUCER, AND ANNOUNCER. PRODUCE A PROGRAM SHOWING HOW MESSAGES WERE SENT IN OLDEN TIMES; SIGN LANGUAGE PICTOGRAMS, TOM-TOMS, SMOKE SIGNALS, BIRCH BARK, WAMPUM.

DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPTENT OF COMMUNICATION
DEV. MAKE POSTERS AND A FRIEZE TO SHOW THE DEVELOPMENT OF COMMUNICATION

DEV. DRAW PICTURES TO MAKE MOVIES ABOUT THE DEVELOPMENT OF COMMUNICATNG

I.A. DISPLAY SOME PICTURES SHOWING VARIOUS MEANS OF COMMS.

INDIVIDUAL INSTRUCTIONAL MATERIALS

BOOK BUCHHEIMER, NAOMI. LETS GO TO A TELEVISION STATION. NEW YORK. G.P. PUTNAMS SONS. 1958.

BOOK BUSH, MAYBELL G. ENJOYING OUR LAND. NEW YORK. THE MACMILLAN CO. 1951. PP16-20

BOOK CRAIG, GERALD S., AND SARA E. BALDWIN. SCIENCE EVERY DAY. BOSTON, GINN AND COMPANY, 1950

BOOK FISHER, LOIS. LOIS AND LOOIE INSIDE A TV SHOW. CHICAGO, CHILDRENS PRESS 1961.

BOOK GREENE, CARLA. I WANT TO BE A NEWS REPORTER. CHICAGO, CHILDRENS PRESS, 1958.

BOOK HANNA, PAUL R., AND GENEVIEVE ANDERSON HOYT. IN THE NEIGHBORHOOD. CHICAGO, SCOTT, FORESMAN AND CO., 1958 PP. 42-49

BOOK HANNA, PAUL., GENEVIEVE ANDERSON HOYT, AND WILLIAM S. GRAY. SUSANS NEIGHBORS AT WORK. CHICAGO, SCOTT, FORESMAN AND CO. 1937 PP. 50-52

BOOK OUSLEY, ODILLE, AND DAVID H. RUSSELL. THE LITTLE WHITE HOUSE. BOSTON, GINN AND COMPANY, 1957 PP171-178

BOOK TOUSEY, SANFORD. JERRY AND THE PONY EXPRESS. GARDEN CITY, NEW YORK DOUBLEDAY AND COMPANY, INC., 1952.

BOOK BETTS AND WELCH. OVER A CITY BRIDGE. NEW YORK. AMERICAN BOOK COMPANY, 1948 PP.204-208

REC MUSIC FOR LIVING SERIES COLUMBIA PONY EXPRESS VPR 807.

REC MUSIC FOR LIVING SERIES COLUMBIA NOW AND LONG AGO. ALBUM 1 CLEAR THE LINE JS 321.

Teacher Reactions to the Use of Resource Guides. After individual teachers used the resource guides, each was asked to react to two points. First, they were asked, "In a sentence or two would you please write any general comment or reaction you might have regarding the resource guide or guides you received from the Center for Curriculum Planning." Second, "Would you please write one or two suggestions which might lead to the improvement of the resource guides." What follows are the reactions from the first 11 teachers to respond to this inquiry.

GENERAL COMMENTS OR REACTIONS

Most helpful because of the many suggested activities as well as resource materials. A real aid in planning for individualized and group instruction.

The resource guides are comprehensive to a marked degree and ought to prove useable in many situations.

The resource guide received by me was the U. S. Constitution. The material was developed most adequately along the lines of: (1) history or background in the adoption of the Constitution and (2) court cases to implement relationships between them and Constitutional interpretation. The guide, therefore, is more useful for an historical approach than for the conceptual approach used by us for our government unit. It is more helpful in cause than in effect.

It was very helpful to know the exact books to get for the reading level of each child. Also helpful in giving suggestions and ideas for completing the objectives of the unit.

I think the guides did a tremendous job in stressing specifics to teach for study purposes. Students thought the amount of work expected from them was too much for high school in view of their other subject obligations.

The resource guide served as a valuable tool in determining objectives and means of reaching them with individual learners. Working alone, a teacher could not think of all the material suggested.

I felt that the suggestions of large and small group activities were the most beneficial part of the information. However, since I've taught "transportation" previously and therefore knew and had information on the subject, I do not feel I utilized the guide as fully as if it had dealt with a topic with which I was not as familiar.

I found the resource guide very bulky to use. I felt that I had worked harder and taught less than usual. Perhaps having to squeeze the unit into three weeks was part of the trouble.

The resource guide gave much help in outlining objectives and materials. However, I spent too much time in just going through individual guides for children, knowing full well that I couldn't cover all material.

The material made available is certainly extensive and would be of tremendous value to a teacher in formulating research projects for classes if time was available. In New York, however, the so-called pressure of Regents examinations and the covering of the material in the State syllabus makes extensive use of suggested projects almost impossible except in the case of "honors groups."

The names of films and books would be useful if there were a central supply of such materials to draw from.

SUGGESTIONS WHICH MIGHT LEAD TO IMPROVEMENT

Suggested instructional materials such as films and filmstrips should be more readily available for teacher's use. Closer check on resource places. It was disappointing to discover that the New York Central does not conduct tours for school children; also, Buffalo Twin Coach does not operate under that name any longer, and it manufactures small parts for planes which are not particularly interesting to 3rd graders.

Greater attention should be paid to chronological organization in content sections. Analysis of the extent to which these learning activities contribute to the attainment of the objectives should be made.

This guide was heavy on biographies and court cases. I feel additional material might include books and pamphlets on interpretation, *pro and con*, by authors and experts in the area of law and dealing with an analysis of the articles and amendments, *per se*. Some consideration might also be given to including more materials for the slow student.

There seemed to be much duplication for each objective. Since there was, it took quite a while to go through the guide.

Use of Supreme Court cases might be grouped according to a specific interpretation with fewer cases cited, preferably the more prominent ones. I liked the way the guides pointed out materials that could be used to cover different purposes or objectives. All in all, I thought it was well done. I wasn't too satisfied with results of students' work.

I thought the guide was excellent. However, it would be easier to handle if there were some way of binding it.

If a list of filmstrip, movie, and book suggestions is provided, I feel that the teacher should be able to obtain these articles on loan from a central location. I found it frustrating to see the long list of AV aids, and yet know I could not obtain them for my use.

Is there any way to stop the machine from listing the same activity suggestions over and over again for each objective once it has been suggested for another objective?

The resource guide which I received listed a wealth of unobtainable materials. It seems to me there should have been some way of screening the unobtainable material. This would have made the resource guide much easier to use.

Individual guides could be eliminated. Specific guides compiled for 2 or 3 groups of children would be easier for the teacher and keep children working together.

> Less duplication. Less attempt at individualized detailed projects and more attempts at class level suggestions.
>
> The constant repeating of the machine made the guide cumbersome to go through. A list of free and/or inexpensive materials that correlate would be useful.

This type of feed-back from teachers who have actually used the resource guides is exceptionally important for improving the project. For example, these comments point to the need to up-date suggestions of activities, the need for eliminating the constant repetition of suggested items, the need for a local school system to make available specific instructional materials, and the simple but sensible suggestion to bind the print-out in order to make it useable.

These suggestions represent those which have been received throughout the total period of this project. For the past year they have served as a basis for assessing the coding, programming, and general operational procedures used in this process.

To the contemporary curriculum planner, one of the attractive features of this entire project is its reliance on contributions from teachers in the field. With the advent of improved teacher education, teacher decision-making, and the need for co-operative development of teaching-learning situations, the role of the classroom teacher as a curriculum planner has enlarged and will continue to enlarge. The reservoir of expertness locked in the teachers who work in the field must be tapped. This project relies on the teachers for development, analysis, and improvement. Basically, resource units cannot be developed without the contribution of the classroom teacher. Second, the coding of the items in the resource unit for retrieval purposes must depend, in the long run, on teacher analysis and appraisal. Third, the actual programming of a resource guide print-out cannot be done intelligently without the reactions for improvement by the classroom teacher.

CONCLUSIONS AND IMPLICATIONS

Unit teaching, as a concept, emphasizes teacher planning and decision-making for the individualization of instruction. In the classroom, individualization of instruction requires that the teacher use all of the individual difference variables about pupils as well as all of the knowledge about subject matter in order to select objectives, content, classroom activities, and instructional materials which will benefit the individual pupil's depth and breadth of learning. Such decision-making by teachers requires millions of man-hours of work; and, therefore, in most instances, individualization of instruction within the concept of unit teaching becomes an ideal which is unattainable.

Basically, therefore, to make unit teaching and the individualization of instruction work in the classroom, we face a two-fold problem: can we help the teacher pre-plan for individualization of instruction which is in keeping with sound educational practice and theory, and does such pre-planning by the teacher result in actual improvement of student learning?

In an effort to assist the unit teacher in his pre-planning for individualization of instruction and to insure depth and breadth of the individual pupil's knowledge in an area, we have tried to invent a process whereby we could apply electronic processing equipment in such a way as to relate pre-planning of a teaching-learning situation to the needs and receptive abilities of individual pupils.

Through the use of electronic computers, the Center for Curriculum Planning of the State University of New York at Buffalo developed, coded, and programmed six resource units and supplied 51 teachers with resource guides (specific printed suggestions taken from a resource unit) related to the six resource units on the 3rd grade and the 11th grade, social studies, level. The suggestions contained in these resource guides were keyed to the analysis of the composition of the class members as a whole, as well as individual learner variables, the specific instructional objectives of the unit chosen by the teacher and/or the learners, as well as other decisions of a professional nature which the teacher might choose to make. The electronic computer, properly programmed, can accommodate the numerous variables involved in each classroom situation.

In sum, the electronic computer can perform the following functions in this context:

1) responding to the learning objectives identified by the teacher and/or pupils, it can provide an appropriate content (subject matter) outline.

2) by taking into consideration the variables of learning objectives and the characteristic composition of the class, it can suggest:

   a) significant large group activities;
   b) significant small group activities;
   c) significant instructional materials for the total group;
   d) significant measuring devices for the total group.

3) by taking into consideration the variables of learning objectives and the characteristics of each learner, it can suggest suitable instructional material and individual activities for each student, per each objective chosen.

Generally, the implications of this study are fascinating since they open a clutch of curriculum studies. The limitless work to be done revolves about the use of electronic computers as a tool to foster the improvement of instruction. In like manner, this study encourages an examination of the relationship between computer-related curriculum developments and basic curriculum theory and design. Such an analysis is needed at this time since many of the present developments related to computer technology in education are peripheral in the sense that only single factors or subdivisions of these factors of a total curriculum design are being studied. One cannot minimize the use of computers to reorganize subject matter content, to experiment with linear programming for individual students, to develop multi-group scheduling, and the like. All such developments either have a useful function already or, as a result of careful study and analysis, may serve the educational community in the future. However, the lack of studies related to a total pattern tend to give the existing peripheral studies a "side show" atmosphere. Therefore, in many instances, studies related to only one factor or a subdivision of a factor in a total curriculum pattern are often given the label of "gimmickery." In other instances, as a result of this activity, such studies are seen out of context and are often lightly dismissed as insignificant since many practicing professionals do not see the relationships.

Specifically, this study has implications for teacher decision-making, individualization of instruction, professional teaching-learning situations, and research areas in the field of curriculum planning.

1) Further study of this process may foster and improve teacher decision-making. Experienced, well-educated teachers have always made decisions for classroom operation. These decisions define the subject matter to be taught, the purposes to be served, the methodology to be used, and the instructional materials needed for the learner. Such decision-making is limited by time available, physical facilities, and the prevailing philosophy of administration and supervision. However, as the profession of teaching becomes just that, and as the physical facilities, materials, and educational philosophies lean toward the meeting of individual differences, teacher application of the screens of selection in order to make intelligent decisions may become exceedingly difficult if not impossible. Computer based resource units may provide a pre-screening process for sifting thousands of suggestions in such a way that the more useful suggestions finally provided for the teacher will enable him to practice his decision-making with more finesse. It would seem logical that further development of the retrieval processes would lead to further improvements and refinements of the decision-making process.

2) A rapid perusal of this study indicates the hope for the development of better instructional programs for individual learners. This project has many implications for individualizing instruction. These include an increased adoption of the basic philosophy of individualization, the use by practicing teachers of the characteristics of learners and their individual differences, the identification of independent study activities, and the identification by students of objectives related to a unit of instruction.

3) The development and use of resource guides may lead to the improvement of teaching-learning situations. All staff members in professional education strive to identify more pertinent specific instructional objectives, subject matter content, classroom methodologies, instructional materials, and measuring devices. Even the very process of identifying the initial theme for a resource unit, to say nothing of the remaining task, causes the professional staff member to employ the factors of a curriculum design. For example, a selection of the unit topic would require the professional worker to consider the characteristics of contemporary society, the general characteristics and maturity of the learners, curricular approaches, and the like. Certainly the implications of this study are such that stronger emphasis may be placed on the development of professional teaching-learning situations as well as a more complete consideration of curriculum design and theory.

4) Finally, the implications for further research in the area of curriculum planning and development are so numerous that one hardly knows where to begin or end. *First*, this process may enable curriculum workers to study the individual learner's variables as these variables relate to all aspects of the teaching-learning situation already incorporated into the resource unit. The reverse of this application would enable the researcher to analyze the ingredients of a resource unit to determine the obvious gaps and lacks related both to learner's variables and the objectives of the unit. *Second*, a host of research studies are suggested by the relationship of the resource guide to teacher pre-planning. The obvious hope in curriculum research has always been to aid the teacher in his pre-planning, and the basic questions still remain: does such a process as herein described aid the teacher? If such a process does aid the teacher, in what areas? If it does not, how can computer technology be employed to aid the teacher? *Third*, development of this process leads to the definition of research studies related to the individualization of instruction. The most fascinating point to explore in this area is the extent to which the use of resource guides leads to the dispersion of learning away from a central theme? *Fourth*, what happens when numerous resource guides are used in a practical situation in a specific school system by many teachers over a period of one or more years?

Stated succinctly, the conclusions and implications of this study indicate a solid conclusion and a difficult challenge. Positively, a resource unit, as a memory bank reservoir, can be coded for an electronic computer; and specific suggestions related to the teacher's objectives and the individual variables about each learner can be retrieved. The challenge is to find out whether or not the application of such resource guides leads to improved learning for individuals.

There are general guideposts which show that this project is a significant achievement and breakthrough in professional education. There are some indications that a unique method has evolved to help teachers plan teaching-learning situations for individual students, the small group, and the total classroom. There are general indications that this process has helped teachers to overcome millions of man-hours of work; and, to that end, it should be further developed.

APPENDIX

Appendix A

STATE UNIVERSITY OF NEW YORK AT BUFFALO

School of Education

Center for Curriculum Planning
Foster Hall, Room 220A

OBJECTIVES

Resource Unit: U. S. Constitution

To The Teacher:

The following complete collection of objectives for the resource unit U. S. Constitution should be read thoroughly before selection of specific objectives is made. Then, plan to choose no more than five (5) objectives from the first ten listed, and no more than ten (10) objectives from the remainder. In any case, try to limit the number of objectives chosen to fifteen (15).

After you have made your choices, indicate your decisions on the single numbered sheet enclosed by circling those numbers which correspond to the objectives you have chosen. Then, return the numbered sheet to the Center for Curriculum Planning. You may keep this total list of objectives for your file.

1. Gain confidence in himself as a contributing member of a group. Supports opinions with information gathered through reading, pictures, or experimentation.

2. Thinks independently by challenging other students, getting opinions of several authors, discussing the problem with otheres, and then drawing his own conclusions.

3. Gets along well with others.

4. Shows respect and courtesy in discussion and group activity.

5. Shares materials and responsibilities with others.

6. Takes the lead in performance of a task which may range from directing clean-up chores to directing creative dramatics.

7. Becomes acquainted with many sources of materials, and learns to search for information on his own.

8. Learns promptness for special committee meetings, special jobs to be done.

9. Carries through the task that has been started even though the initial enthusiasm has waned.

10. Develop a concept of our heritage, and learns to think in terms of conserving and building for the future.

11. To develop habits of thinking and action governed by principles of legal limitations and a deep respect for the U. S. Constitution in protecting liberties and freedom.

12. To develop the ability to apply our U. S. Constitution to social problems of the day.

13. To become familiar with the foremost reference works in the field of government.

14. To develop the ability to read the Constitution understandingly as an authority on the supreme law of the land.

15. To develop the ability to interpret daily happenings in the light of their constitutionalities.

16. To develop the ability to interpret the legal language of the Constitution to situations that a layman can understand.

(To be able to answer such simple questions about the U. S. Constitution as the following:)

17. Why it was framed.
18. Age of the Constitution.
19. Important leaders in the Constitutional Convention.
20. Leaders not represented.
21. Causes of disharmony in the convention debates.
22. Number of signers.
23. Why secret sessions?
24. Factors which helped to have the constitution ratified.
25. Sources of the philosophy found in the Constitution.
26. What was the emergency facing the framers of the Constitution?
27. What did they aim to accomplish?

28. To develop skill in using parliamentary procedure to learn the steps leading to the calling of the Constitution.

29. To develop a simple organizational constitution.

30. To engage in orderly exchange of opinions.

31. To distinguish between fact and opinion.

32. To acquire information essential to full and strong citizenship.

33. That the fundamental and supreme law of the land as well as the patterns of social and economic life must conform to the U. S. Constitution.

34. That the Constitution guarantees individual liberty and applies equality.

35. That all citizens must learn the facts necessary to form correct and unprejudiced judgements.

36. That all citizens must be encouraged to discuss current problems.

37. That the Constitution is our guarantee of freedom.

38. That the Constitution has made possible the American way of life.

39. That the government has specific divisions in its framework, and that these divisions are:
    Legislative
    Executive
    Judicial.

40. That each citizen must recognize according to the Constitution that he has individual responsibilities and obligations as well as freedom.

41. That the Constitution is a flexible instrument capable of revision to meet changing needs.

42. That an understanding of our Constitution is necessary in order to preserve the justice, tranquility, and general welfare of our nation.

43. That all citizens must realize that they are responsible for the government.

44. That the penalty for not being interested in government is to be governed by a minority.

45. That the principles of the American Constitution have distinguished America as a nation and Americans as a people.

46. That the Constitution of the United States is the highest achievement of human law.

47. That the Constitution is a product of history.

48. That the checks and balances in the U. S. Constitution permeate our total governmental structure.

49. That the Constitution was formed for the purpose of perpetuating our liberty by uniting the states in a firm union.

50. That the Constitution is concerned with establishing the union, with establishing the justice, insuring domestic tranquility, providing for common defense, promoting the general welfare, and securing the blessings of liberty to ourselves and our posterity.

51. That the Constitution has "grown" through the years, that its basic soundness and flexibility is a reflection of our striving toward a more perfect democracy.

52. To develop a respect for our democratic heritage.

53. To develop a fundamental feeling that the Constitution is a guarantee of personal liberties and human dignities.

54. To develop a willingness to cooperate for the common interest of the community.

55. To develop an open-mindedness and initiative in undertaking civic work.

56. To develop a feeling of obligation and responsibility toward social problems.

57. To become aware of individual responsibilities in connection with the functions of government.

58. To develop a recognition and respect for democratic authority in the school, home, and community.

59. To gain confidence in the ability to assume proper responsibility in a democratic government.

60. To develop a respect for the necessity of compromise.

61. To develop a respect for the principles from which the Constitution originated.

Appendix B

CLASSROOM USE OF RESOURCE GUIDES

Throughout the duration of this project, six resource units were developed, coded, key-punched, and programmed for retrieval purposes. Listed below are the names of the resource guides as well as the school systems and specific teachers who used the guides developed from each resource unit.

Classroom Use of Resource Unit - U. S. Constitution

The following teachers received and used the Resource Guide U. S. Constitution in their classroom:

Cheektowaga Central

Mr. Opperman
Mr. Hartnett

Depew High

Mr. Ferrus

Lancaster High

Miss Willyoung

Maryvale High

Miss Blake
Mr. Souter
Mr. Hale

Newfane Central

Mr. Barnum
Mr. Smith

Starpoint Central

Mr. Jerosh
Mr. Olich Part A only
Mr. Horn

West Seneca High

Mr. Hodge

Classroom Use of Resource Unit - Manifest Destiny

The following teachers received and used the Resource Guide *Manifest Destiny* in their classroom:

Clarence Central

Mr. Bitner

Starpoint Central

Mr. Jerosh
Mr. Glick
Mr. Horn

West Seneca High

Mr. Williams
Mr. Nicklas
Mr. Hadge
Mr. Grochowski

Lockport Senior High

Dr. Murphy
Mr. May

Classroom Use of Resource Unit - Transportation

The following teachers received and used the Resource Guide *Transportation* in their classroom:

Eggert Road Elementary

Miss Meinke
Mrs. Lach

Harris Hill Elementary

Mrs. Shapiro
Miss Galambos

Hillview Elementary

Mrs. Doman
Miss Mrugala

Maple Elementary

Mrs. Reilly
Miss Minklein

Maplemere Elementary

Miss Switzer
Mrs. Shultz

Pine Hill Elementary

Miss Shek

Sheridan Hill Elementary

Mrs. Murphy
Mrs. Northrup
Mrs. Gaylord

Thomas Jefferson Elementary

Miss Thoen
Mrs. Hope
Miss Keller

Town Line Elementary

Miss Loveless
Miss Kumpf

Classroom Use of Resource Unit - Communication

The following teachers received and used the Resource Guide Communication in their classroom:

Forest Elementary	93rd Street School
Miss Burckley	Mrs. Humphrey
Mrs. Gordon	
Mrs. Mizelle	

Oak Orchard Elementary

Miss Keep

Classroom Use of Resource Unit - World War II

The following teachers received and used the Resource Guide World War II in their classroom:

Clarence Central High School	Williamsville Central High
Mr. Bitner	Mr. Baron
	Mr. Murphy
	Mr. Schnirel

Classroom Use of Resource Unit - Foods

Although the resource unit Foods was developed, coded, keypunched, and placed into the computer, no resource guides were printed for actual teacher use.

Appendix C

PROJECT STAFF

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